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Studies of Intercollegiate Athletics

Report No. 3: The Experiences of Black Intercollegiate Athletes at NCAA Division I Institutions

March 1989

American Institutes for Research
Washington, DC • Palo Alto, CA • Bedford, MA • Watertown, MA

Center for the Study of Athletics • Palo Alto, CA

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Preface

This is the third in a series of reports describing results from the 1987-88 National Study of Intercollegiate Athletes conducted by the American Institutes for Research (AIR) for the Presidents Commission of the National Collegiate Athletic Association (NCAA). This report focuses on the effects of participation in intercollegiate athletics on student-athletes who are Black.

Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes* (November 1988) describes the general findings from the national study but does not present comparisons or analyze results separately by gender or race. Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes* (November 1988) presents a full account of the methodology that was used to collect and analyze the data for the national study. Those two reports provide a good background for approaching this report, but are not essential for understanding the findings described here.

The first section of this report is an Executive Summary which gives a brief overview of the national study and highlights the findings about Black student-athletes. The remainder of the report is divided into six chapters and an Appendix. Chapter 1 describes why the national study was done, what topics are described in this report, and what comparisons are made. The descriptions will help in understanding the analyses in this report. Chapter 2 describes the backgrounds and the campus environments of Black student-athletes at colleges and universities that are Division I members of the NCAA. It sets the stage for our examination of the experiences of Black student-athletes. Chapter 3 examines the influences on the education and career plans of Black student-athletes and their sources of help with problems, whether academic, athletic, or personal. Chapter 4 describes the academic and athletic requirements on Black student-athletes in terms of time demands, coursework, and overall academic performance. Chapter 5 describes the progress toward personal goals that Black student-athletes are making and the implications of differences between expectations and achievements. Chapter 6 presents some background information about the general methodology of the national study and additional methodological steps that were taken for the analyses in this report.

The focus of this report is on Black football and basketball players who compete in intercollegiate athletics at NCAA Division I institutions. In this report, Black football and basketball players are divided into two groups: (1) those enrolled in institutions that are predominately White, and (2) those enrolled in predominately Black institutions. No analyses are reported separately for men and women. The primary comparison groups for Black student-athletes in this report are other Black students on the same campuses. Some of the comparison students participate extensively in extracurricular activities other than

intercollegiate athletics, while others do not. For the purposes of describing the campus environments of Black student-athletes in Chapter 2, comparisons are made with student-athletes who are not Black. In the other chapters of this report, comparisons are made to NonBlack student-athletes only to provide reference points for the discussions.

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Report No. 3: The Experiences of Black Intercollegiate Athletes at NCAA Division I Institutions

Executive Summary

March 1989

This report, the third in a series describing results from the 1987-88 National Study of Intercollegiate Athletes, focuses on the effects of participation in intercollegiate athletics on student-athletes who are Black. The study was conducted by the American Institutes for Research (AIR) for the Presidents Commission of the National Collegiate Athletic Association (NCAA). The study was designed to answer four broad sets of questions posed by the Presidents Commission as part of its national forum on the proper role of intercollegiate athletics within higher education.

The data on Black student-athletes from the 1987-88 National Study of Intercollegiate Athletes describe the circumstances of the student-athletes on a national basis, and represent the full range of student-athlete experiences and institutional characteristics in Division I of the NCAA. AIR collected data from student-athletes and comparison students, including Black students, at a representative sample of 42 of the 291 colleges and universities that comprise Division I. The sample included three predominately Black institutions. The data provide a basis for answering questions about those areas in which institutions of higher education are adequately serving their Black student-athletes and those areas where additional efforts can be made.

The primary comparisons in this report are between three groups of students at Division I institutions:

1. Black students who participate in intercollegiate football, men's basketball, or women's basketball
2. Black students who participate extensively in extracurricular activities other than intercollegiate athletics, including band or orchestra, drama or other performing arts, student newspaper or radio, or campus work-study programs
3. Black students who participate in neither intercollegiate athletics nor other extracurricular activities

Other comparisons are between Black student-athletes at predominately Black Division I institutions and those at predominately White Division I institutions. Predominately Black institutions include the historically Black colleges and universities as well as those with a majority Black student body. Predominately White institutions include all other

Division I colleges and universities. The portion of the student body that is Black at the predominately White institutions ranges from less than 1% to 28%.

Background of Students and the Campus Environment

About 12% of the U.S. population is Black, but the median enrollment of Black undergraduates in NCAA Division I institutions is 4%. In Division I football and men's and women's basketball, Blacks are overrepresented given their proportions in either the U.S. or undergraduate populations.

Black college students who participate in either intercollegiate football and basketball or other extracurricular activities differ in several ways from NonBlack students who participate in those same activities. Black students, including student-athletes, are less well prepared for college studies as measured by high school grade-point averages and ACT or SAT scores. Black students are from households with lower socioeconomic status.

Black football and basketball players are as likely as NonBlack players to be recruited actively and to be given athletic grants by Division I colleges and universities. The institutions that most Black football and basketball players attend are predominately White, with a resulting greater perception of isolation and discrimination.

Key findings:

- 37% of Division I football players, 56% of men's basketball players, and 33% of women's basketball players are Black
- 8% of the student-athletes in intercollegiate sports other than football and basketball are Black
- 58% of Black football and basketball players, 19% of NonBlack football and basketball players, 35% of other Black student-athletes, and 27% of Black extracurricular students score in the lowest quartile on the SAT (752 or below)
- 61% of Black football and basketball players, 31% of NonBlack football and basketball players, 50% of other Black student-athletes, and 17% of Black extracurricular students have high school grade-point averages in the lowest quartile (B- or below)
- 49% of Black football and basketball players, 13% of NonBlack football and basketball players, 35% of other Black student-athletes, and 44% of Black extracurricular students are in the lowest quartile in socioeconomic status
- Black and NonBlack football and basketball players are recruited by about equal numbers of institutions and they are equally likely to receive full athletic grants

- 61% of Black football and basketball players and 40% of NonBlack football and basketball players report they have less than $25 per month for personal expenses

- Black football and basketball players on campuses with less than 4% Black undergraduate enrollments are more apt to feel different from other students, to feel they lack control over their lives, and to feel isolated from other students than are their counterparts on predominately White campuses where the percentage enrollment of Black undergraduates is higher

- At the predominately White institutions with the smallest numbers of Black undergraduates, 51% of Black football and basketball players report racial isolation and 33% report racial discrimination

- Black football and basketball players on the predominately White campuses with the smallest numbers of Black undergraduates report greater anxiety and depression

Significant Influences and Sources of Support

Four important sources of influence on the education and career plans of Black football and basketball players are families, high school coaches, college coaches, and college recruiting. Families are the most important influence. At predominately White institutions, Black football and basketball players report greater influence than their NonBlack teammates or other Black students in almost every area measured. For some Black football and basketball players, college coaches and recruiting are key factors in their decision to attend a four-year college.

Black football and basketball players feel it is important for their coaches to encourage good performance in courses, to keep track of their course performance, and to listen to their problems outside of athletics. Most give their coaches a positive rating in these areas, as do their NonBlack teammates.

Black football and basketball players at predominately White institutions find it harder to talk about their personal problems than do Black players at predominately Black institutions. At predominately White institutions, Black football and basketball players find it more difficult than Black extracurricular students to get to know other students and to be liked by others for just being themselves.

At predominately White institutions, Black football and basketball players attend special classes on study and basic skills and they perceive easier access to educational assistance than do other Black students.

Key findings:

- More than 80% of Black football and basketball players rate their families as of the greatest importance in influencing their education and career plans
- More than 29% of Black football and basketball players rate their coaches of the greatest importance in influencing their education and career plans
- 16% of Black football and basketball players at predominately White institutions and 8% of their NonBlack teammates say they would definitely not have attended a four-year college if they had not been recruited
- More than 70% of Black football and basketball players say it is important for their coaches to encourage good performance in courses and to keep track of their course performance
- More than 55% of Black football and basketball players say it is important for their coaches to listen to their problems outside of athletics
- 31% of Black football and basketball players give their coaches an excellent rating in encouraging good coursework and listening to personal problems, another 55% give their coaches a fair rating, and 14% give their coaches a poor or terrible rating
- At predominately White institutions, 44% of Black football and basketball players, 26% of NonBlack football and basketball players, 24% of Black extracurricular students, and 29% of other Black students attend special courses to review basic skills
- At predominately White institutions, 74% of Black football and basketball players, 64% of NonBlack football and basketball players, 22% of Black extracurricular students, and 14% of other Black students perceive easier access to tutors

Academic and Athletic Requirements

Black football and basketball players spend more time in their sports than in either preparing for or attending class during the season. On the average, however, they spend a few hours less per week in their sports than do Division I football and basketball players generally. At predominately White institutions both in and out of season, Black football and basketball players spend more time in their sports than Black extracurricular students do in their activities, and they spend less time in class than the extracurricular students do. Both in and out of season on predominately White campuses, Black football and basketball players miss more classes per week than either Black extracurricular students or other Black students. The numbers of classes they miss, however, are about the same as

Division I football and basketball players generally report missing. The time demands of football and basketball affect the class attendance patterns of Black football and basketball players in the same way as they affect all student-athletes in these sports.

Black football and basketball players report that because they are athletes, they feel it is harder for them to get the grades they are capable of getting, to study for exams, to keep up with their coursework, and to prepare for class. If they had an extra 60 minutes in the day to spend in any activity, they would spend the largest share in preparing for class. At predominately White institutions, participating in extracurricular activities negatively affects the course preparation and performance of both Black football and basketball players and Black extracurricular students.

At predominately White institutions, Black football and basketball players have a cumulative grade-point average (GPA) of 2.16, NonBlack football and basketball players have a GPA of 2.48, Black extracurricular students have a GPA of 2.30, and other Black students have a GPA of 2.28. These differences are small but reliable. At predominately Black institutions, Black football and basketball players have a GPA of 2.21. At predominately White institutions, about equal proportions of Black football and basketball players, Black extracurricular students, and other Black students report ever having been on academic probation or ever having received incomplete grades.

Key findings:

- At predominately White institutions during the season, Black football and basketball players spend an average of 28 hours per week in their sports, 11 hours preparing for class, and 12 hours in class
- At predominately Black institutions during the season, Black football and basketball players spend an average of 25 hours per week in their sports, 12 hours preparing for class, and 14 hours in class
- At predominately White institutions during the season, NonBlack football and basketball players spend an average of 31 hours per week in their sports, 11 hours preparing for class, and 14 hours in class
- Out of season, the average hours spent per week in their sports drops to 18 for Black football and basketball players at either predominately White or predominately Black institutions
- At predominately White institutions, both Black and NonBlack football and basketball players miss an average of two classes per week in season and one class per week out of season

- At predominately White institutions, 75% of Black football and basketball players and 73% of Black extracurricular students report that it is harder for them to get the grades they are capable of getting

- At predominately White institutions, 34% of Black football and basketball players, 16% of NonBlack football and basketball players, 29% of Black extracurricular students, and 30% of other Black students report GPAs of 1.99 or below

- At predominately White institutions, 44% of Black football and basketball players, 28% of NonBlack football and basketball players, 46% of Black extracurricular students, and 45% of other Black students report having been on academic probation

Progress Towards Personal Goals

Black football and basketball players do set demanding goals for themselves. They are more likely to regard earning a college degree as of the greatest importance than are Black extracurricular students, but are similar to their NonBlack teammates. The most popular major for both Black and NonBlack football and basketball players and Black extracurricular students is business, followed by professional occupations and communications for Black football and basketball players. Relatively few Black football and basketball players major in physical education.

Some Black football and basketball players have aims that seem inconsistent with their demonstrated performance, as measured by cumulative grade-point averages (GPAs) in college. In general, there is evidence that Black football and basketball players who place the greatest importance on earning a college degree may have some difficulty achieving that degree. The aims of a small number of Black football and basketball players to become professional athletes seem inconsistent with their positions on the team rosters. In terms of plans to attend graduate or professional schools, to attain jobs of the highest status, and to become professional athletes, from 14-37% of the Black football and basketball players are likely to find their plans very difficult to achieve.

Black football and basketball players rate life goals very highly—goals such as happiness, health, career success, job security, marriage, and financial success. They rate many life goals more highly than do their NonBlack teammates, Black extracurricular students, or other Black students. To assess whether the life goals of Black football and basketball players are being achieved requires a longitudinal perspective. We must revisit the students at later points in their lives—one or two years after they leave college and three or four years into their careers—in order to assess how well they are progressing.

Key findings:

- At predominately White institutions, 82% of Black football and basketball players and 66% of Black extracurricular students say that earning a college degree is of the greatest importance
- 39% of Black and 15% of NonBlack football and basketball players at predominately White institutions and 33% of Black football and basketball players at predominately Black institutions who regard earning a degree as being of the greatest importance have GPAs of 1.99 or below
- 23% of Black and 26% of NonBlack football and basketball players at predominately White institutions and 35% of Black football and basketball players at predominately Black institutions say they will almost certainly go on to graduate or professional schools
- 35% of Black and 11% of NonBlack football and basketball players at predominately White institutions and 22% of Black football and basketball players at predominately Black institutions who say they will almost certainly attend graduate or professional schools have GPAs of 1.99 or below
- 15% of Black and 21% of NonBlack football and basketball players at predominately White institutions and 14% of Black football and basketball players at predominately Black institutions say they expect jobs at age 40 that are rated among the top quarter in socioeconomic status
- 37% of Black and 14% of NonBlack football and basketball players at predominately White institutions and 24% of Black football and basketball players at predominately Black institutions who expect to have jobs at age 40 that are in the top quarter in terms of socioeconomic status have GPAs of 1.99 or below
- 44% of Black and 20% of NonBlack football and basketball players at predominately White institutions and 36% of Black football and basketball players at predominately Black institutions say they expect to become professional athletes
- 7% of Black and 3% of NonBlack football and basketball players at predominately White institutions and 5% of Black football and basketball players at predominately Black institutions say they almost certainly will become professional athletes
- 14% of Black and 20% of NonBlack football and basketball players at predominately White institutions and 24% of Black football and basketball players at predominately Black institutions who expect to become professional athletes are on the second or third team in their sports

1. Introduction

The data on Black student-athletes from the 1987-88 National Study of Intercollegiate Athletes should inform and may disturb many persons in higher education—from college administrators and teachers to athletics directors and coaches. For prospective Black student-athletes, their families, and their communities, we hope these data will clarify many of the demands associated with the roles of student and athlete on today's college campuses.

In this chapter, we describe why the national study was conducted and how we selected topics for this report. The final section of this chapter describes the comparisons made in this report and how to interpret the figures and tables.

Impetus for the Study

On June 3, 1987, the Presidents Commission of the National Collegiate Athletic Association (NCAA) mailed to the NCAA members a policy paper titled *Agenda for Reform*. The paper provided the rationale for an 18-month national forum on the proper role of intercollegiate athletics within higher education. To support the forum, the Presidents Commission sponsored a study of intercollegiate athletics to identify the effects of participation in intercollegiate athletics on student-athletes. The American Institutes for Research (AIR) was contracted to conduct the study, beginning in November 1987. This report is the third in a series produced by the national study. Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes* (November 1988) describes the general findings from the national study but does not present comparisons or analyze results separately by gender or race. Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes* (November 1988) describes in detail the methods that were used to collect and analyze the data.

In the *Agenda for Reform*, the Presidents Commission listed eight broad sets of questions to be addressed during the national forum. The national study was designed to focus on the first four sets of these questions:

1. How do the experiences of college or university life of student-athletes compare with those of other students who devote a great deal of time to a particular extracurricular activity?
2. How do the experiences of student-athletes differ depending upon whether one is a participant in big-time sports or in sports that are not given a heavy emphasis?
3. How do the experiences of student-athletes compare with those of other students in terms of courses taken, classes attended, time spent on or off campus, and tutoring received? How do student-athletes feel about and evaluate their experiences? Do they see themselves as beneficiaries of fine programs, or as exploited? How do

they personally experience the balance between athletics and academics in their daily lives?

4. How are student-athletes recruited? How do recruitment activities differ depending upon the intensity of the athletic program? What are the differences in test scores and grade-point averages between athletes and other students? How do recruited students personally experience the process of choice of college and university and the role of athletic recruitment in that process?

In this third report, we focus on the special circumstances of Black student-athletes at NCAA Division I colleges and universities.

Selection of Topics for this Report

Some concerned observers of NCAA Division I intercollegiate athletics worry that colleges and universities are not adequately meeting the educational needs and expectations of Black student-athletes who are athletically talented but academically less well prepared. Describing the nature and scope of problems and making efforts to ameliorate them across Division I institutions has been difficult; the available data have been quite limited.

The data from the 1987-88 National Study on Intercollegiate Athletes presented in this report describe the circumstances of Black student-athletes on a national basis and represent the full range of student-athlete experiences and institutional characteristics in Division I of the NCAA. The topics that are presented in this report were selected to present a full and fair picture of the experiences of Black student-athletes, from their campus environments to their psychological and emotional well-being. The data provide a basis for identifying areas in which institutions of higher education are adequately serving their Black student-athletes and areas where additional efforts can be made.

The sampling design for the national study resulted in 42 selections from the 291 institutions in Division I. The 42 were chosen from among the conference structure and groups of independents in Divisions I-A, I-AA, and I-AAA, and included three predominately Black institutions. Comparisons of the 42 to the remaining 249 Division I institutions reveal no significant differences between the sample and the population in institutional characteristics, the student body, or involvement in intercollegiate athletics (see Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes*). The sample is representative and allows us to generalize to all Division I institutions.

The first topics addressed in Chapter 2 of this report are the backgrounds of Black student-athletes and the campus environments in which they are found across all Division I institutions, as generalized from the sample. We look at the Black enrollments in the institutions and the numbers of Black students who participate in intercollegiate athletics.

We also look at the academic readiness, socioeconomic characteristics, and finances of the Black student-athletes and compare them to their teammates who are not Black. The analyses presented in Chapter 2 set the stage for those in the remaining chapters that examine in depth the experiences, achievements, social interactions, and emotional well-being of Black student-athletes.

Comparisons in This Report

The primary comparisons in this report are between three groups of students at Division I institutions:

1. Black students who participate in intercollegiate football and men's or women's basketball
2. Black students who participate extensively in extracurricular activities other than intercollegiate athletics
3. Black students who participate in neither intercollegiate athletics nor other extracurricular activities

Black students are those who describe themselves as "Hispanic or Spanish, Black" or "Non-Hispanic, Black" in their questionnaires. Some comparisons are made between Black and NonBlack students. NonBlack students are those who describe themselves as Hispanic or Spanish, White; Non-Hispanic, White; American Indian or Alaskan Native; Asian; Pacific Islander; or Other.

Other comparisons in this report are between Black student-athletes at predominately Black Division I institutions and those at predominately White Division I institutions. Predominately Black institutions include the historically Black colleges and universities as well as those with a majority Black student body. Predominately White institutions include all other Division I colleges and universities. The portion of the student body that is Black at the predominately White institutions ranges from less than 1% to 28%.

Although Black students who participate in intercollegiate sports other than football and basketball were included in the national study, their data are not used in most of the analyses in this report because of their very small numbers. Black students at predominately Black institutions who participate in extracurricular activities other than intercollegiate athletics are not included in this report because of the relatively small numbers of them admitted by the sample design. The 42 Division I colleges and universities sampled at random for the national study included three predominately Black institutions, not a sufficient number for examining Black extracurricular students as a group.

We anticipated that the numbers of Black students at predominately White institutions who participate in extracurricular activities other than intercollegiate athletics would

be small. We oversampled them to ensure a sufficient number for analyses. In addition, we included a special sample of Black comparison students at predominately White institutions in our design. The special sample was drawn from full-time Black undergraduates at predominately White institutions who participate in neither intercollegiate athletics nor other extracurricular activities. Both the Black extracurricular students and the special sample are included in this report.

Throughout this report, our primary focus is on Black football and basketball players. The principal comparison groups that are presented to evaluate the experiences of the Black football and basketball players are other Black students—Black extracurricular students and Black students not in athletics or other extracurricular activities. In Chapter 2, where we describe the backgrounds and campus environments of Black football and basketball players, we present comparisons with NonBlack football and basketball players. In subsequent chapters, we compare Black football and basketball players to their NonBlack teammates only to provide reference points for the discussions.

We include figures and tables in the body of this report to present findings. The figures are bar charts that show similarities or differences among groups. The tables in this report show data for the principal groups being compared, plus measures of the strength of association between group and dependent variables (effect coefficients reported as correlations). Differences between groups that are statistically significant at the .05 level (two-tailed) as measured by weighted Student's *t*-tests are marked in the tables. The *t*-values themselves are not reported. Whenever we found evidence of skewness in the distribution of values for a variable, we normalized the distribution prior to computing *t*-tests.

2. Background of Students and the Campus Environment

Overview

Although about 12% of the U.S population is Black, the median enrollment of Black undergraduates in NCAA Division I colleges and universities is 4%. In Division I football and men's and women's basketball, Blacks are overrepresented given their proportions in either the U.S. or undergraduate populations. Approximately 37% of the football players who participate at the Division I intercollegiate level are Black. Approximately 56% of the men's basketball players and 33% of the women's basketball players at Division I institutions are Black. College students who are Black and who participate in either intercollegiate athletics or in other extracurricular activities differ in some rather striking ways from college students of other races. They are less well prepared for college studies, as measured by their grade-point averages in high school and the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) Assessment Program, and their grade-point averages in college are lower. They are also from households with lower socioeconomic status.

Despite the differences in their records of academic success in high school, Black student-athletes are as likely as other student-athletes to be recruited actively and to be given athletic grants by Division I colleges and universities. The campuses into which most enroll are predominately White. On those campuses, there is evidence that Black student-athletes perceive greater isolation and discrimination. Because of their backgrounds, their participation in athletics, and the small numbers of other Black students on predominately White campuses, Black student-athletes are likely to face personal challenges in college that are beyond those faced by other student-athletes.

Enrollment Comparisons

Fall enrollment data from the 1985 Higher Education General Information Survey (HEGIS) available from the U.S. Department of Education indicate that the median enrollment percentage of Black undergraduates at Division I institutions is 4%. Table 1 presents the distribution of Black and NonBlack student-athletes by sport in Division I. It is evident that the participation rates of Black undergraduates in intercollegiate sports far exceeds their median rate of enrollment generally in Division I colleges and universities.

As shown by Figure 1, very few Black students participate in sports other than football and basketball, and as Table 1 shows, even fewer participate in other sports without also having an athletic grant. This latter finding may illustrate a direct effect of socioeconomic status on attending college and participating in intercollegiate athletics. The costs of equipment and training in many of the other sports may preclude participation by students

Table 1.
Distribution of Black and NonBlack Student-Athletes by Sport in Division I Insitutions

	Percent					
	Football	MBasketball	WBasketball	Other Sports Grants-Male	Other Sports Grants-Female	Other Sports No Grants
Black	37	56	33	11	8	6
NonBlack	63	44	67	89	92	94

of lower socioeconomic status—which includes many Blacks—if they have to contribute financially.

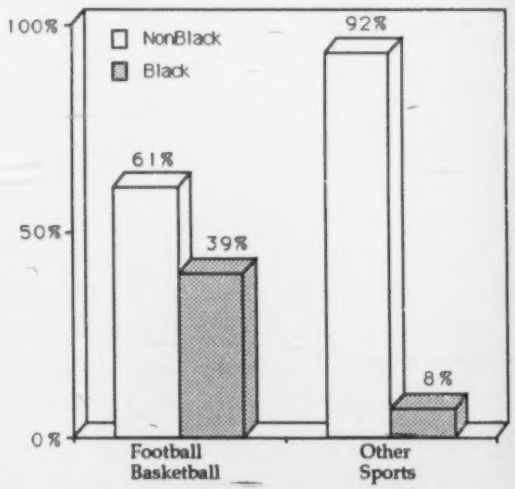

Figure 1. Black and NonBlack Student-Athletes in Football and Basketball and Other Sports at Division I Institutions

Because a relatively small number of Division I institutions are predominately Black (i.e., either historically Black institutions or institutions where the enrollment of Black undergraduates exceeds 50%), it is informative to examine enrollment and sports-participation rates separately for predominately White and predominately Black institutions. At predominately White institutions in Division I, the percentage of the undergraduate population that is Black ranges from less than 1% to 28%. In order to look more closely at the predominately White institutions, Table 2 divides them into two categories based on the median enrollment percentage of Black students in all Division I institutions: (1) predominately White institutions with less than 4% enrollment of Black undergraduates and (2) predominately White institutions with greater than 4% enrollment of Black undergraduates.

Table 2 shows again that, at predominately White institutions, the participation rates of Black students in football and basketball far exceed the rates of enrollment of Black undergraduates. In fact, at a Division I college or university that has an enrollment of Black undergraduates of less than 4%, visitors to the campus would be correct about half of the time if they identify any Black student on the campus as being an intercollegiate athlete. We will look again at the small numbers of Black students on many of the Division I campuses later in this chapter when we turn to the perceived isolation of Black student-athletes.

Table 2.
Enrollment and Sports Participation of Black Students in Predominately White Institutions with Less Than 4% Black Undergraduates (PW1) and Predominately White Institutions with More Than 4% Black Undergraduates (PW2).

	Median Percentages	
	PW1	PW2
Total Black Undergraduate Enrollment	2	7
Black Student-Athletes in:		
Football and Basketball	31	41
Other Sports	6	8

Academic and Socioeconomic Characteristics

We have established that Black student-athletes comprise a large proportion of the total Black undergraduate population at predominately White institutions. How similar are these student-athletes to the larger, NonBlack student populations with whom they may associate on the campuses? (NonBlack in these analyses includes Hispanic or Spanish, White; Non-Hispanic, White; American Indian or Alaskan Native; Asian; Pacific Islander; or Other.) Similarities or differences in background are one indicator of how easy it might be for Black students to interact and share experiences with NonBlack reference groups. We first compare Black and NonBlack football and basketball players on measures of academic readiness and performance and socioeconomic status. Figures showing similar comparisons for Black and NonBlack student-athletes in other sports and Black and NonBlack students in other extracurricular activities are presented in the Appendix to this report.

Academic readiness and performance

The SAT and ACT are used by many colleges and universities as one component in evaluating applicants, but the tests have been criticized on the grounds that they are culturally biased instruments that discriminate against Black students. The developers of the tests (the Educational Testing Service/The College Board and the American College Testing Assessment Program) point out that the instruments are developed and tested to eliminate any systematic racial or cultural bias and do predict success in college. Whether one thinks the tests are culturally biased or not, the fact is that the SAT and ACT are regarded by many in higher education as objective measures of ability to perform college-level work. Some administrators might assume that low scores are a measure of real deficit and act accordingly, either during the admissions process or in developing expectations of what a student might achieve. For these reasons alone, student scores on the college entrance tests cannot be ignored.

Figures 2 and 3 compare the SAT and the ACT scores of Black and NonBlack football and basketball players at Division I institutions. The scores were documented on high school transcripts or college records obtained for each student. We divided the range of actual scores obtained in the national study for each test into quarters, usually called quartiles. The bars on the two figures show the percentages of Black and NonBlack football and basketball players scoring in the lower quartile, or lower 25%, the middle two quartiles or the middle 50%, and in the upper quartile, or upper 25%. The figures show that about 58% of the Black football and basketball players score in the lowest quartile on the SAT and 57% score in the lowest quartile on the ACT. (Comparable figures for Black and NonBlack student-athletes in other sports and Black and NonBlack students in other extracurricular activities are in the Appendix.) The mean SAT score for Black football and basketball players is 740 and the mean ACT score is 14. The mean SAT score for NonBlack football and basketball players is 890 and the mean ACT is 19.

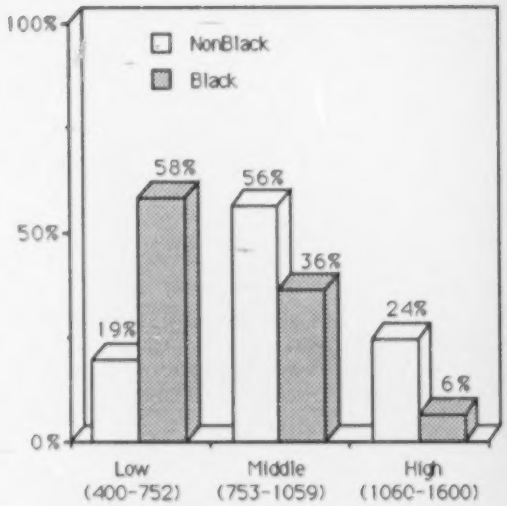

Figure 2. Composite SAT Scores of Football and Basketball Players

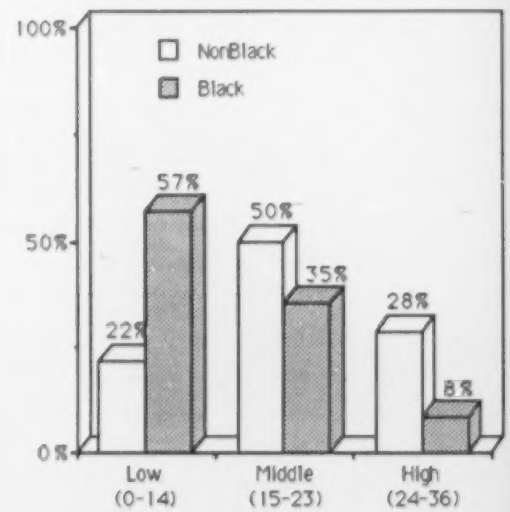

Figure 3. Composite ACT Scores of Football and Basketball Players

From the data in Figures 2 and 3, it is evident why some have raised concerns about Proposition 48 [formerly Bylaw 5-1-(j) and now Bylaw 14.3] and Proposition 42, which was passed at the 1989 NCAA Convention. Proposition 48 set academic standards for incoming college athletes, including minimum high school grade-point averages and minimum composite scores of 700 on the SAT or 15 on the ACT. It also specified that freshmen who meet the high school grade-point requirements but not the minimum test scores could participate as "partial qualifiers" and receive athletic aid but not practice and compete. Proposition 42 will eliminate the partial qualifier. Figures 2 and 3 indicate that many current Black football and basketball players in Division I would not have qualified for athletic participation and athletic aid as freshmen if Propositions 42 and 48 had been in effect for the years covered by this national study. Proposition 48 went into effect the year the sophomores in this national study were entering college, and Proposition 42 is scheduled to go into effect in 1990.

To look more closely at the possible effects of Proposition 42, Figure 4 shows the percentages of Black football and basketball players who scored below 700 on the SAT, while Figure 5 shows the percentages who scored below 15 on the ACT. For comparison in the two figures, similar percentages are shown for Black students who participate in other extracurricular activities and for a special sample of Black students who do not participate in either intercollegiate athletics or other extracurricular activities. The indications from Figures 2 and 3 are supported. About 45% of the current Black football and basketball players in predominately White Division I institutions scored below 700 on the SAT, while 54% scored below 15 on the ACT. About 18% of the Black extracurricular students and 29% of the other Black students scored below 700 on the SAT, while 30% of the Black extracurricular students and 39% of the other Black students scored below 15 on the ACT.

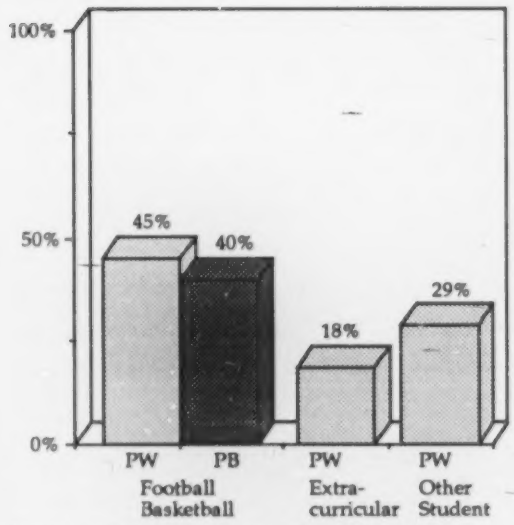

Figure 4. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions with Composite SAT Scores Below 700

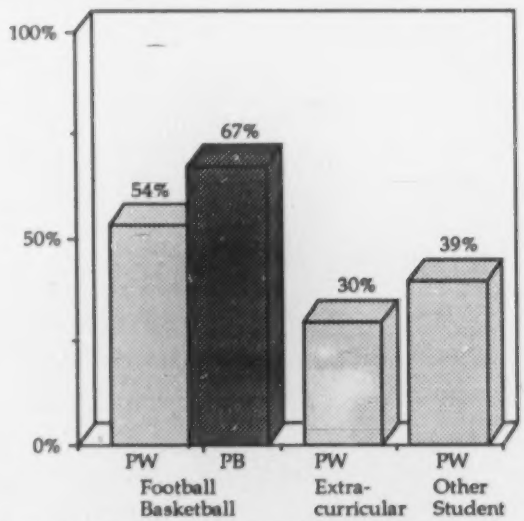

Figure 5. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions with Composite ACT Scores Below 15

Because Proposition 48 was not in effect when the juniors and seniors in the national study first entered college, we looked at the SAT and ACT scores separately for Black football and basketball players who are freshmen and sophomores and those who are juniors and seniors. We find no reliable differences between the freshmen-sophomores and junior-seniors on either the SAT or ACT. The mean SAT is 743 and the mean ACT is 14 for freshmen and sophomores. The mean SAT is 729 and the mean ACT is 14 for juniors and seniors. About 41% of the freshmen and sophomores have SAT scores below 700 as compared to 49% of the juniors and seniors. About 51% of the freshmen and sophomores and 57% of the juniors and seniors have ACT scores below 15.

Although Figure 6 also is relevant to discussions of Propositions 42 and 48, it is more important for understanding the differences in background between Black and NonBlack football and basketball players. Black football and basketball players are twice as likely as NonBlack players to report high school grade-point averages in the lower quartile of the

distribution obtained from the national study (i.e., B- and below). At the other end of the distribution, NonBlack football and basketball players are three times as likely to report high school grade-point averages in the upper quartile (i.e., A- and above). Differences like these in high school grade-point averages and test scores suggest that students have different experiences prior to college and are likely to be regarded differently by coaches, counselors, and instructors once they are enrolled.

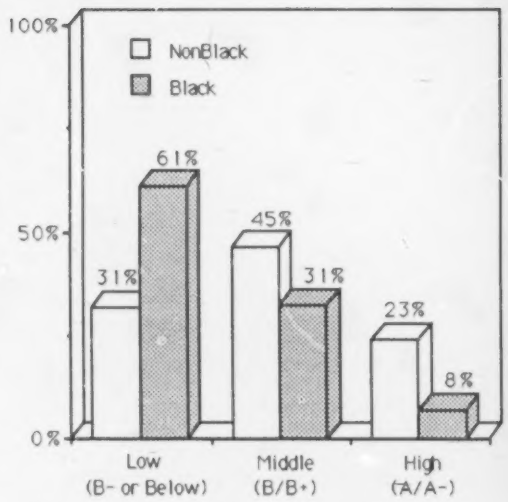

Figure 6. Cumulative High School Grade-Point Averages of Football and Basketball Players

Figure 7 shows that differences in high school grade-point averages persist into college. There is about the same 2:1 ratio of Black to NonBlack football and basketball players in the lower quartile of the distribution of cumulative college grade-point averages taken from college transcripts, and there is an even lower 1:5 ratio (i.e., 4% to 19%) of Black to NonBlack football and basketball players in the upper quartile of the distribution.

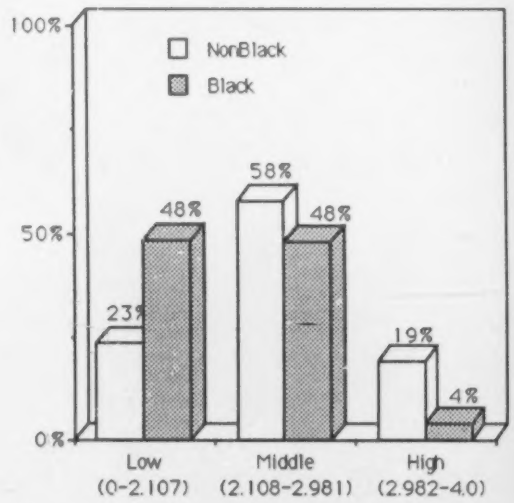

Figure 7. Cumulative Collegiate Grade-Point Averages of Football and Basketball Players

Socioeconomic status

From the extensive research literature on learning and achievement, we know that socioeconomic status (SES) can have a strong effect on a student's success in college. We may also expect SES to have an effect on a student's frame of reference and to thereby affect how the student shapes priorities and goals for the future. SES is usually assessed by combining measures of parents' income, education, and work status. To develop the SES measure used in this study, we standardized and averaged the values of four variables: (1) annual family income, (2) father's education, (3) mother's education, and (4) father's occupation, or mother's occupation if father's occupation was not listed.

The numerical SES measure derived from this approach takes on values ranging from a low of 32.7 to a high of 67.9 for all student-athletes and extracurricular students at Division I institutions. An SES of 32.7 corresponds to a mean annual family income of less than $5,000, an SES of 49.8—the midpoint of the distribution obtained from the national

sample—corresponds to a mean annual family income of about $45,000, and an SES of 67.9 corresponds to a mean annual family income of $80,000 or more.

Figure 8 shows the percentages of Black and NonBlack football and basketball players with SES scores in the lower quartile, middle two quartiles or middle 50%, and upper quartile of the SES distribution from the national sample. Figures 9 and 10 show similar percentages for other Black and NonBlack student-athletes and Black and NonBlack extracurricular students.

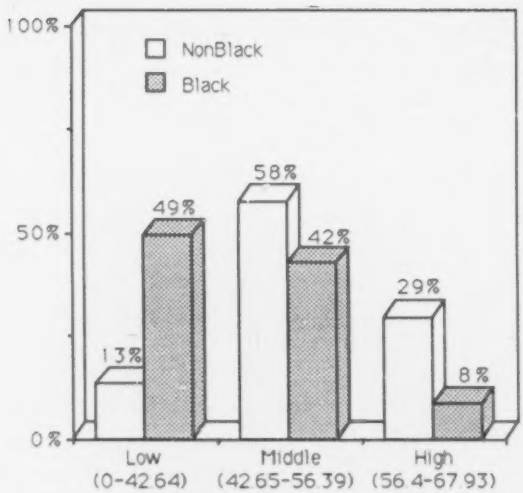

Figure 8. Socioeconomic Status of Football and Basketball Players

Figure 8 indicates that 49% of all Black football and basketball players are in the lower quartile of the SES distribution, as compared to 13% of the NonBlack football and basketball players. Figure 9 shows that about twice as many Black as NonBlack student-athletes in other sports are in the lower quartile of the SES distribution, while Figure 10 shows that more than twice as many Black as NonBlack extracurricular students are in the lower quartile. Overall, 35% of the other Black student-athletes and 44% of the Black extracurricular students are in the lower quartile. The differences in high school grade-point averages and test scores that we looked at earlier are one indication of a disparity in the range of experiences between Black and NonBlack student-athletes. The differences in SES that we have seen in Figures 8, 9, and 10 reinforce the earlier indication and suggest that Black student-athletes, and Black students generally, may not approach college and intercollegiate athletics on the same terms as their NonBlack counterparts.

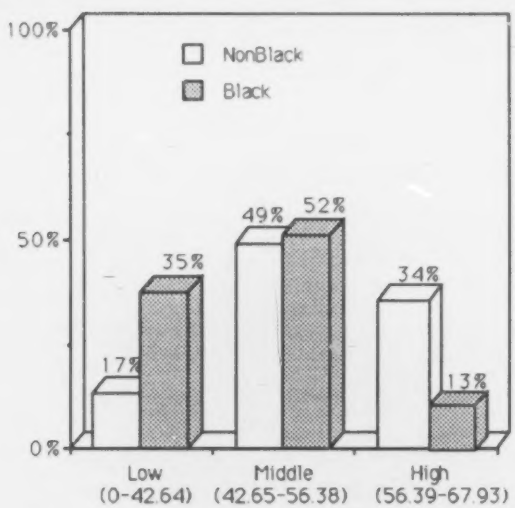

Figure 9. Socioeconomic Status of Student-Athletes in Other Sports

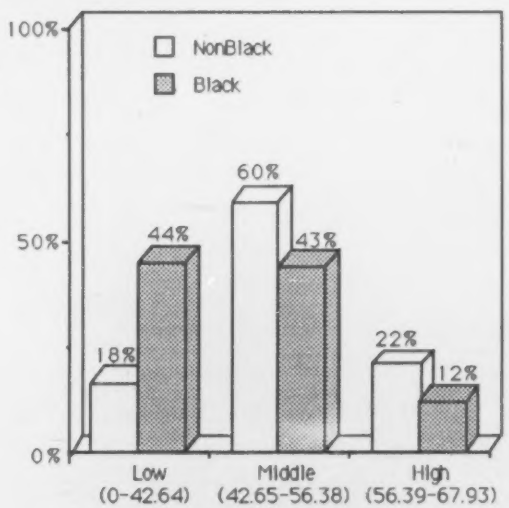

Figure 10. Socioeconomic Status of Students in Extracurricular Activities

Finances and Financial Aid

Low SES poses problems for meeting the costs of a college education, both the obvious costs of tuition, room, board, and books, and the accompanying costs of traveling home, doing laundry, going out to campus events, or just eating outside of the dorm on an occasional basis. One way to pay the major costs of a college education is through athletic grants-in-aid. As Figure 11 indicates, Black football and basketball players are recruited by as many institutions as NonBlack football and basketball players. Because recruiting and athletic grants often go hand-in-hand, Black football and basketball players are as likely as their NonBlack teammates to receive athletic grants covering the full costs of tuition, books, and related educational expenses, as shown in Figure 12. Figure 13 shows that Black football and basketball players and their families are as likely as their NonBlack teammates and their families to borrow money to cover the costs of their education, although the majority of each group do not borrow. Through athletic grants and some personal loans, Black football and basketball players, who come from lower SES backgrounds on the average, are able to meet the essential costs of going to college.

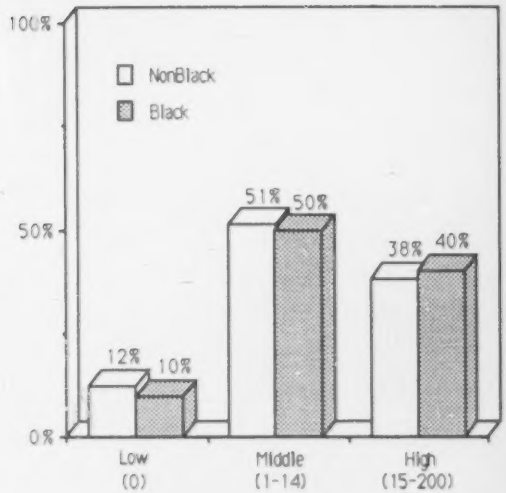

Figure 11. Football and Basketball Players Reporting the Number of Institutions That Recruited Them

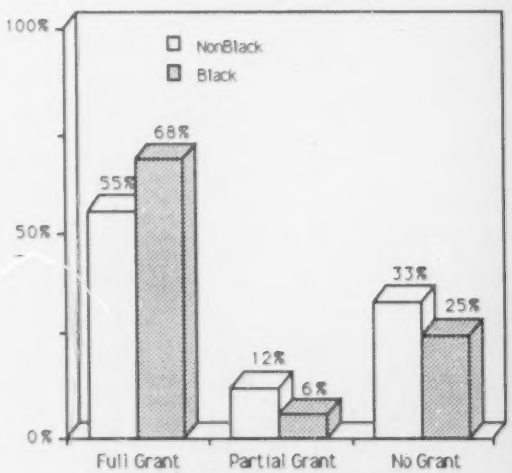

Figure 12. Athletic Grant Status of Football and Basketball Players

This leaves open the matter of the associated costs of college attendance, from relatively minor expenses such as a movie or a dinner out, to the more major costs of clothing or traveling home on a holiday to see one's family. Figure 14 shows the amounts of money that football and basketball players report they have after all education-related expenses are paid. Almost two-thirds of the Black football and basketball players report they have $25 or less each month for personal expenses. Such an amount would hardly cover any of the associated minor costs of college attendance, let alone such items as airline tickets home. A few Black football and basketball players, about 21%, report they have larger amounts of spending money available each month. The differences in SES between Black and NonBlack football and basketball players seem to be related to their abilities to pay for associated college expenses.

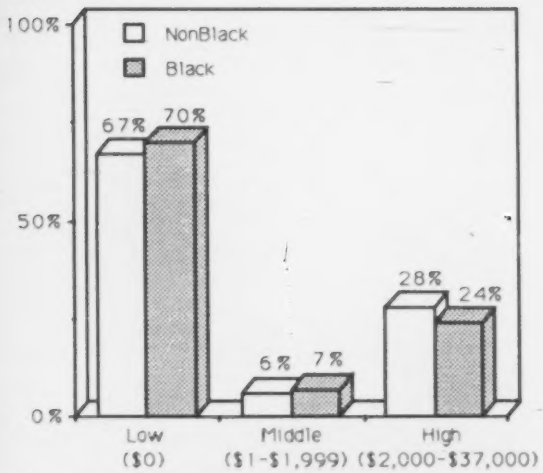

Figure 13. Football and Basketball Players Reporting Amounts of Money They or Their Parents Have Had to Borrow for College

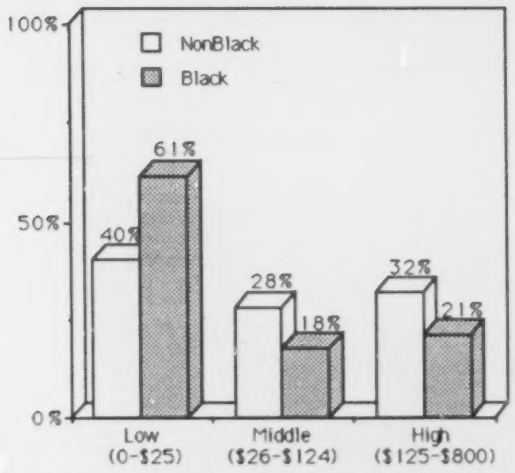

Figure 14. Amount of Money Football and Basketball Players Report Having After Expenses Each Month

We can also compare the perceived adequacy of the amounts of spending money available to football and basketball players and make the assumption that if they perceive what they have to be inadequate, some personal expenses are going unmet. About 70% of the Black football and basketball players and 61% of their NonBlack teammates feel the money they have for personal use each month is inadequate. SES and racial differences notwithstanding, football and basketball players in general feel that they have an inadequate amount of spending money. When SES and other differences in background are taken into account, along with the fact that relatively small numbers of Black students are to be found on most college campuses in the first place, it may be that the lack of sufficient funds to get away from the campus or to travel home is having a more serious impact on Black student-athletes. Because of their relative isolation on the campuses, they may be the very ones who most need to return to their communities at times during the school year.

Discrimination and Racial Isolation

A review of the figures and tables presented thus far in this chapter and in the Appendix provides a general sense of the campus environment encountered by Black student-athletes—especially those who participate in football and basketball. On predominately White campuses, Black football and basketball players comprise a large percentage of the total Black undergraduate population. In terms of their academic preparation and socioeconomic status, they are different from their NonBlack teammates. Because of their high school grade-point averages and test scores, counselors, coaches, and instructors are likely to perceive their chances of academic success as different from their teammates. Finally, although athletic grants are about equally available to both Black and NonBlack student-athletes, the perceived inadequacy of available spending money is deeply felt by both Black and NonBlack student-athletes. As a result, Black student-athletes may need the most to get off campus once in a while to visit with family and friends, but may find few opportunities to do so.

Given the nature of their backgrounds and the campus environment for Black student-athletes at predominately White institutions, what are the psychological and emotional consequences for them? Tables 3 and 4 summarize results for Black football and basketball players at three types of Division I institutions: (1) predominately White institutions with less than 4% enrollment of Black undergraduates—the median enrollment percentage of Black undergraduates in all Division I institutions, (2) predominately White institutions with greater than 4% enrollment of Black undergraduates, and (3) predominately Black institutions. Similar tables for Black student-athletes in other sports and Black extracurricular students are presented in the Appendix to this report.

Table 3 indicates that Black football and basketball players on predominately White campuses, as compared to those on predominately Black campuses, are more apt to feel different from other students, to feel that they lack control over their lives, to feel isolated from other students, to feel racially isolated, and to feel racial discrimination. (On predominately White campuses, NonBlack football and basketball players report similar feelings of lack of control and isolation, but are more apt to feel different from other students.) Almost 70% of the Black football and basketball players at the predominately White institutions with the fewest numbers of Black undergraduates report a sense of feeling different. Half of them report a feeling they lack control over their lives. More than a quarter report feelings of isolation from other students. More than half report racial isolation, and about a third report racial discrimination. The percentages of Black football and basketball players at the predominately White campuses with greater numbers of Black undergraduates are quite similar, with the exception of reports of racial isolation.

Table 3.
Perceived Psychological and Emotional Well-Being of Black Football and Basketball Players at Three Types of Institutions: Predominately White Institutions with Less than 4% Black Enrollment (PW1), Predominately White Institutions with More than 4% Black Enrollment (PW2), and Predominately Black Institutions (PB)

	Percent with at least six experiences since enrolling			Effect coefficients (correlations)		
	PW1	PW2	PB	(1) vs. (2) r	(1) vs. (3) r	(2) vs. (3) r
A sense you are different from other students	69	63	56	.08	.16*	.08
Racial isolation	51	39	9	.14*	.47*	.36*
A feeling that you lack control over your life	50	49	34	.02	.17*	.14*
Racial discrimination	33	27	5	.09	.42*	.34*
Isolation from other students	27	30	16	.01	.16*	.16*

* Statistically significant

Table 4.
Psychological Scale Scores of Black Football and Basketball Players at Three Types of Institutions: Predominately White Institutions with Less Than 4% Black Enrollment (PW1), Predominately White Institutions with More Than 4% Black Enrollment (PW2), and Predominately Black Institutions (PB)

	Mean psychological scale composite score			Effect coefficients (correlations)		
	PW1	PW2	PB	(1) vs. (2) r	(1) vs. (3) r	(2) vs. (3) r
STAI: Trait anxiety composite	33	28	33	.15*	.02	.12
Rosenberg: Self-esteem composite	28	29	27	.07	.04	.10
CES-D: Depression composite	12	10	12	.13*	.02	.10

* Statistically significant

Table 4 presents the composite scores for Black football and basketball players from three psychological scales: (1) Spielberger Trait Anxiety Inventory, (2) Rosenberg Self-Esteem Scale, and (3) Depression Scale from the Center for Epidemiological Studies. Each of these scores has been rescaled such that a higher score indicates more of the underlying construct. As shown in Table 4, there are no reliable differences between the scores of Black football and basketball players from either type of predominately White campus and Black football and basketball players from predominately Black campuses. (At predominately White institutions, Black and NonBlack football and basketball players are similar.) There are differences, however, between the two types of predominately White institutions; Black football and basketball players in predominately White institutions with less than 4% Black undergraduate enrollments evidence greater anxiety and greater depression than their counterparts in predominately White institutions with more than 4% Black undergraduate enrollments.

The findings in Table 4 suggest that the small numbers of other Black students on predominately White campuses can negatively affect the psychological well-being of Black intercollegiate football and basketball players. The lack of differences between the predominately White and predominately Black institutions suggests that factors in addition to the racial composition of the campus are likely affecting the well-being of these student-athletes. In Chapter 5, we again consider these three psychological scale scores in connection with the disparity between aspirations and performance among Black student-athletes. In that context, we explore possible factors that may affect well-being at the present time and, more significantly, in later life—after the college years have been completed.

3. Significant Influences and Sources of Support

Overview

Black students comprise small percentages of the undergraduate student bodies at predominately White institutions. What are the influences that cause relatively large numbers of Black football and basketball players to attend these institutions? Doubtless, the athletic reputations and academic standings of the predominately White institutions are important factors. Families are very important influences on the education and career plans of Black football and basketball players, as are their high school coaches and teachers who know well the reputations of the various Division I institutions. For some Black football and basketball players, college coaches and recruiting are key factors in their decision to attend a four-year college or university.

Once enrolled in predominately White institutions, Black football and basketball players are susceptible to feelings of isolation and discrimination, as we know from the previous chapter. The quality of their relationships with coaches and other students on the campuses can be very important in helping them do well in college. What do Black football and basketball players expect of their coaches? About half feel it is important for their coaches to encourage good performance in courses, to keep track of their course performance, and to listen to their problems outside of athletics. About 31% of the Black football and basketball players on predominately White campuses rate their coaches as doing an excellent job in these areas, while another 55% say their coaches are doing fairly well. Only 14% give their coaches a poor or terrible rating.

In their relationships with other students, Black football and basketball players at predominately White institutions find it harder to talk about their personal problems than do their counterparts at predominately Black institutions. On predominately White campuses, they also find it more difficult than Black extracurricular students to get to know other students and to be liked by others for just being themselves. After their families and friends, these Division I student-athletes name their teammates as their closest confidants.

As we have also seen in Chapter 2, differences in academic preparation exist between Black football and basketball players and their NonBlack teammates. Some Black football and basketball players can use extra help, and at predominately White institutions they attend special classes on study skills and basic skills. For example, 54% of Black football and basketball players report having attended special college courses on note-taking and classroom listening skills. About 74% of Black football and basketball players at predominately White institutions say it is easier or much easier for them to get help from tutors because they are athletes.

Roles of Family and Others in Shaping Education and Career Plans

We noted in Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes* that student-athletes generally report greater influence from parents on their education and career plans than students involved in other extracurricular activities report. This finding holds for Black football and basketball players when compared to Black extracurricular students and other Black students at predominately White institutions. Black football and basketball players at predominately Black institutions are very similar to their counterparts at predominately White institutions.

Table 5 presents the results for important influences on education and career plans in more detail. This table, as do most of the remaining tables and figures in this report, presents results for four groups of Black students. At predominately White institutions, results are shown for Black football and basketball players, Black students who participate extensively in other extracurricular activities, and other Black students who do not participate in either intercollegiate athletics or other extracurricular activities. These three groups allow us to compare different types of students within similar institutions. Black football and basketball players at predominately Black institutions are also shown to allow us to compare Black football and basketball players across different types of institutions.

One noteworthy point in Table 5 is the tendency for Black football and basketball players at predominately White institutions to differ from other Black students who do not participate in athletics or other extracurricular activities. In almost every category for

Table 5.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting on Who Influenced Their Education and Career Plans

	Percent responding "Greatest Importance"				Effect coefficients (correlations)		
	(1) PW Football Basketball	(2) PB Football Basketball	(3) PW Extra-curricular	(4) PW Other Student	(1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Family	82	88	55	50	.07	.26*	.34*
High school coaches	36	47	—	—	.05	—	—
High school teachers	31	42	17	29	.10*	.17*	.06
Academic advisors	29	30	11	10	.02	.20*	.31*
College coaches/directors of extracurricular activities	29	43	10	—	.06	.24*	—
Athletic adivsors	25	36	—	—	.01	—	—
College teachers	19	28	16	12	.04	.07	.09*
Other friends	15	20	14	6	.06	.03	.20*
Alumni of this school	9	15	12	6	.13*	.06	.14*

* Statistically significant

which comparative data are available, the football and basketball players report greater influence from others than the other Black students report. Black football and basketball players at predominately White institutions are much more likely than Black extracurricular students to report their families as the influence of greatest importance on their education and career plans. Black football and basketball players at predominately Black institutions are more likely than their counterparts at predominately White institutions to be influenced by alumni and high school teachers. (The percentages for Black football and basketball players at predominately White institutions that are listed in Table 5 are much higher in every case than the comparable percentages for their NonBlack teammates.)

One factor that can affect a choice of a particular college is how actively one is recruited by the college. We find that both Black football and basketball players and other Black students are often heavily recruited. For example, 40% of the Black football and basketball players now enrolled in predominately White institutions report they were recruited by 15 or more institutions. In comparison, we find that 20% of the other Black students enrolled in these institutions report they were sought after actively by 15 or more institutions. Thirty-eight percent of NonBlack football and basketball players report they were recruited by 15 or more institutions.

To what degree does recruiting differentially affect the education plans of Black football and basketball players at predominately White institutions? We addressed this question by examining whether they would have attended a four-year institution had they not been recruited by one or more colleges. We find that 16% of the Black football and basketball players who are enrolled in predominately White institutions say they would definitely not have attended a four-year college if they had not been recruited. In contrast, none of the other Black students who are attending predominately White institutions say they would have definitely ruled out college attendance had they not been recruited. Only 8% of NonBlack football and basketball players responded similarly. We show the other end of the distribution in Figure 15 and find that 45% of the Black football and basketball players who are in predominately White institutions say they would definitely have attended a four-year college whether or not they were

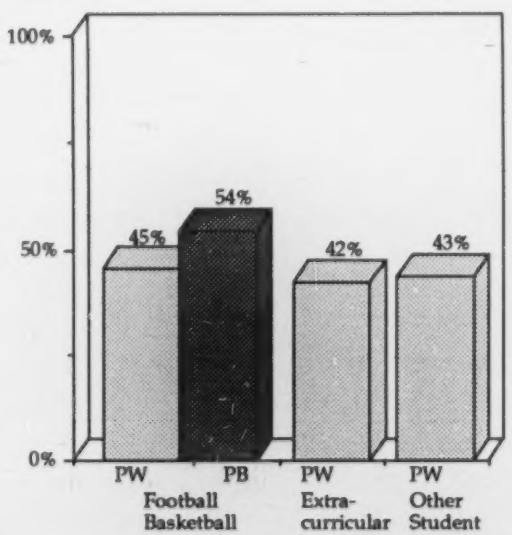

Figure 15. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting They Definitely Would Have Attended College If Not Recruited

recruited, as compared to 43% of the other Black students at these institutions. About 63% of the NonBlack football and basketball players responded similarly.

Because socioeconomic status might play a role in determining these attitudes, we performed analyses controlling for the effects of that variable. We find that the differences remain reliable and substantial—at predominately White institutions, more Black football and basketball players than their NonBlack teammates or other Black students say they would definitely not have attended a four-year college if they had not been recruited. Recruiting is an external influence on decisionmaking and, as contrasted to internal commitment to education at a four-year institution, it appears to be a factor in understanding the educational choices of some Black football and basketball players now enrolled at predominately White institutions.

Relationships with Coaches

Given that recruitment is one factor in the educational decisionmaking of Black football and basketball players, college coaches are likely to be key figures in this decisionmaking process. Because about two-thirds of the football and basketball players who are Black currently receive full athletic grants, it is likely that college coaches have considerable influence over them during their time as college students. Table 5 shows that college coaches at predominately White institutions are stronger influences on Black basketball and football players than the directors of extracurricular activities are on extracurricular students who are Black. The relationship of the Black football and basketball players to their coaches can be a key element in determining overall satisfaction with the college experience, and we turn to that topic next.

Table 6 presents the opinions of Black football and basketball players and Black extracurricular students on what they think it is important for their coaches or activity directors to know or do. As may be seen, there are no reliable differences between the opinions of the Black football and basketball players as a function of the type of institution in which they are enrolled (i.e., predominately White versus predominately Black). However, at predominately White institutions, more Black football and basketball players than Black extracurricular students think it is important for their coaches or activity directors to encourage good performance in courses, to keep track of course performance, and to help with health problems. Over one-half of the Black football and basketball players feel it is of the greatest importance for a coach to encourage good performance in courses, keep track of performance in courses, and listen to non-sport-related problems. For a comparison, the percentages of Black football and basketball players at predominately White institutions are reliably higher than those for their NonBlack teammates for every category but knowing what campus life is like.

Table 6.
Black Students in Predominately White (PW) and Predominately Black(PB) Institutions Reporting on What Is Important for Coaches/Directors to Know or Do

Important for coaches/directors to know or do the following:	Percent responding "Greatest Importance" (1) PW Football Basketball	(2) PB Football Basketball	(3) PW Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r
Encourage good performance in courses	79	75	63	.04	.13*
Keep track of performance in courses	70	73	48	.02	.23*
Listen to non-sport/non-activity problems	56	55	45	.02	.07
Help with health problems	48	58	32	.08	.16*
Know what campus life is like	46	54	53	.04	.08

* Statistically significant

How well are their coaches doing? Figure 16 shows the percentages of Black football and basketball players and Black extracurricular students who rate their coaches or activity directors as doing an excellent job in helping with coursework and personal problems. As is suggested by this figure, no reliable differences in the ratings of coaches or activity directors are present among the three groups. What is not shown in Figure 16 is that approximately equal percentages among the three groups also rate this performance "fair" (about 55% of the Black football and basketball players in predominately White institutions), "poor" (about 13% of the Black football and basketball players in predominately White institutions), and "terrible" (about 2% of the Black football and basketball players in predominately White institutions). Further, Black football and basketball players are much like their NonBlack teammates in evaluating the performance of their coaches in areas outside sports.

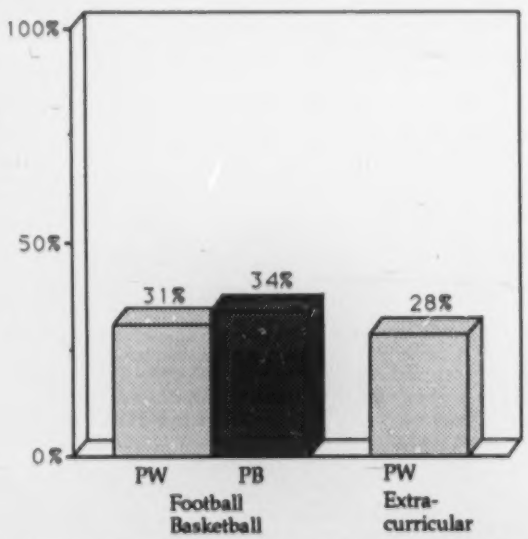

Figure 16. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting Their Coaches/Directors Doing an Excellent Job Helping with Coursework and Personal Problems

To assess the impact on Black football and basketball players of coaches who do less well in areas outside sports, we looked at whether satisfaction with athletic performance or satisfaction with life was different for those who rated their coaches "excellent" versus those who rated their coaches "poor" or "terrible." We find that Black

football and basketball players who say their coaches are doing a poor or terrible job of helping in areas outside sports also report reliably lower levels of satisfaction with their athletic performance and with their lives at present. Forty-six percent of the Black student-athletes who rate their coaches "poor" or "terrible" report they are more dissatisfied than satisfied with their athletic performance (as compared to 38% of the NonBlack football and basketball players), and 12% report greater dissatisfaction with their lives at present (as compared to 10% of the NonBlack football and basketball players). Of those who think their coaches are doing an excellent job, 19% are more dissatisfied than satisfied with their athletic performance and 5% are dissatisfied with their lives at present. The college coach is an important figure in the lives of Black football and basketball players—both on and off the field.

Relationships with Other Students

There are relatively few Black students on the campuses of many predominately White colleges and universities, and Black football and basketball players comprise a large percentage of those Black students. When we asked with whom they associate in their free time, the response was not surprising—Black football and basketball players spend most of their free time with their teammates. It is no doubt true that members of any college group spend most of their free time with other members of the group. They share common interests and experiences because of their group membership.

Table 7 shows the relationships of Black football and basketball players with students other than teammates. We asked the Black football and basketball players to indicate how easy or hard it is as an athlete to interact with others on campus. Compared to Black extracurricular students, we find that Black football and basketball players at predominately White institutions report greater difficulty in getting to know other students and in being liked by others for just being themselves. These Black football and basketball players also differ from their counterparts at predominately Black institutions in reporting greater difficulty in talking with others about personal problems. At predominately White institutions, Black football and basketball players differ from their NonBlack teammates on two dimensions. Fewer Black than NonBlack football and basketball players say it is harder for them as student-athletes to get to know other students; more Black than NonBlack players find it harder to talk about their personal problems.

Table 8 examines the confidants of Black football and basketball players in greater detail. We see that Black football and basketball players at predominately White institutions report fewer confidants among students not in athletics than do their counterparts at predominately Black institutions. About 50% of both the Black football and basketball players and the Black extracurricular students at predominately White institutions report they have students outside their activities as confidants, as compared to 66% of the Black

Table 7.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting on Relationships with Other Students

Do you feel it is "Easier" or "Harder" for you as a college athlete/extracurricular student to:	Percent responding "Harder" or "Much Harder" (1) PW Football Basketball	(2) PB Football Basketball	(3) PW Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r
Talk about personal problems with others	24	15	17	.10*	.08
Be liked by others for just being yourself	23	17	13	.02	.14*
Get to know other students	12	7	6	.09	.13*
Get to know people of different races	4	10	1	.13	.02

* Statistically significant

Table 8.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting on Their Confidants

	Percent responding "Yes" (1) PW Football Basketball	(2) PB Football Basketball	(3) PW Extra-curricular	(4) PW Other Student	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Do you know people with whom you can talk about your personal problems?	88	87	91	93	.01	.03	.08
Who are these people?							
Parents	79	76	58	71	.01	.26*	.18*
Other friends	76	71	84	84	.04	.06	.05
Brothers/Sisters	71	68	59	41	.02	.13*	.36*
Teammates/Activity-mates	64	66	60	—	.03	.05	—
Other students (not involved in athletics or extracurricular activities)	50	66	49	—	.14*	.02	—
Coaches/Directors	37	37	29	—	.00	.08	—
Other student-athletes (other similar students)	29	22	47	—	.06	.14*	—
Academic advisors	24	33	19	25	.08	.05	.01

* Statistically significant

football and basketball players at predominately Black institutions. We also see that Black football and basketball players at predominately White institutions report fewer confidants among other student-athletes (i.e., other than their teammates) than Black extracurricular students do among students in other extracurricular activities. On campus, teammates are the principal confidants of Black football and basketball players who are enrolled at predominately White institutions. On predominately White campuses, fewer Black than NonBlack football and basketball players report that they know people with whom they can talk about personal problems, while about equal numbers report they can talk to their coaches about their problems.

One important result shown on Table 8 is the role of parents as confidants of Black football and basketball players—on both predominately White and predominately Black campuses. On predominately White campuses, 79% of Black football and basketball players report that they confide in their parents when they have personal problems, as compared to 58% of the Black extracurricular students and 71% of the other Black students. From results presented earlier in this Chapter, we know that parents are strong influences on the educational and career plans of Black football and basketball players; this result, indicating that parents are their closest confidants, underscores just how much influence parents can have.

One way of meeting other students on campus and developing close personal relationships is to join student groups and participate in their activities. Table 9 shows the club

Table 9.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting on Their Membership in Clubs and Organizations

	Percent responding "Yes"						
	(1)	(2)	(3)	(4)	Effect coefficients (correlations)		
On or off campus, do you belong to a(n):	PW Football Basketball	PB Football Basketball	PW Extra-curricular	PW Other Student	(1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Religious club or fellowship	24	29	28	28	.05	.03	.05
Service organization	8	9	26	22	.01	.21*	.20*
Interest or hobby club	7	14	26	33	.10*	.23*	.33*
Social fraternity or sorority	7	9	30	18	.03	.27*	.17*
Political group	4	8	19	13	.07	.22*	.17*

*Statistically significant

and organizational memberships of Black football and basketball players. We find that Black football and basketball players on predominately White campuses belong to fewer social and activity groups than do either Black extracurricular students or other Black students. Figure 17 illustrates that Black football and basketball players on predominately White campuses are less likely to belong to social fraternities or sororities. (While the higher level of reported participation in fraternities and sororities by Black extracurricular students may be due in part to the sampling process for the national study, the other Black students were sampled because they were not on lists of extracurricular activities provided by the institutions.) About 18% of the NonBlack football and basketball players at predominately White institutions belong to a social fraternity or sorority. Figure 18 shows that Black football and basketball players on predominately White campuses are less likely than any of the other three groups of Black students to participate in interest or hobby clubs (e.g., chess club).

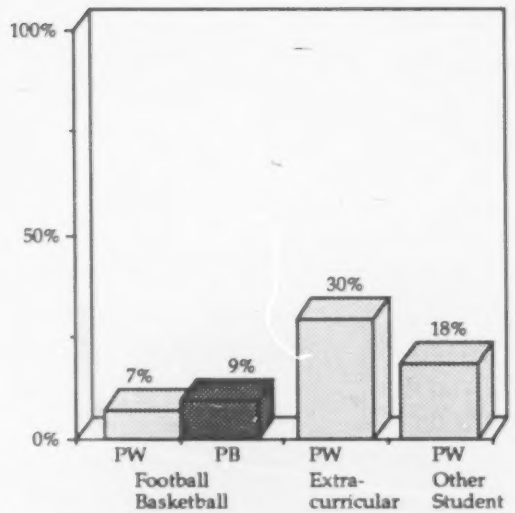

Figure 17. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting They Belong to a Social Fraternity or Sorority

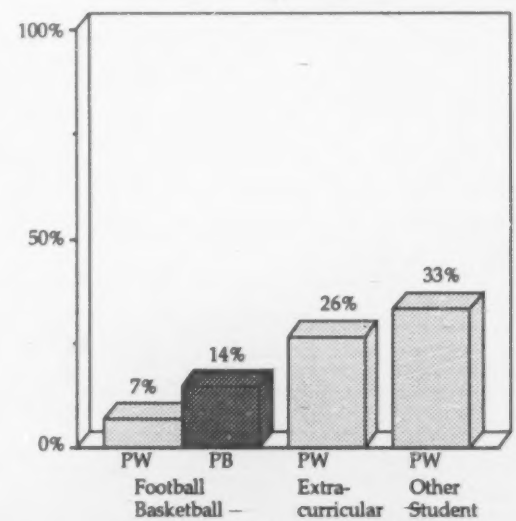

Figure 18. Students in Predominantely White (PW) and Predominantely Black (PB) Institutions Reporting They Belong to an Interest or Hobby Club

Use and Availability of Educational Aids

In the next chapter, we will examine how Black football and basketball players spend their time during the academic year, both in and out of season. Given the findings that Black football and basketball players are less well prepared for college-level study and that they are less likely than other Black students to belong to student groups, we look first, prior to an examination of educational aids, at how much help Black football and basketball players receive in managing their time. As Figure 19 shows, compared to Black extracurricular students and other Black students, Black football and basketball players receive the most help in managing their time. On predominately White campuses, Black football and basketball players are more than twice as likely as other Black students to receive help in managing their time. On

those campuses, 48% of the Black football and basketball players receive help as compared to 33% of their NonBlack teammates.

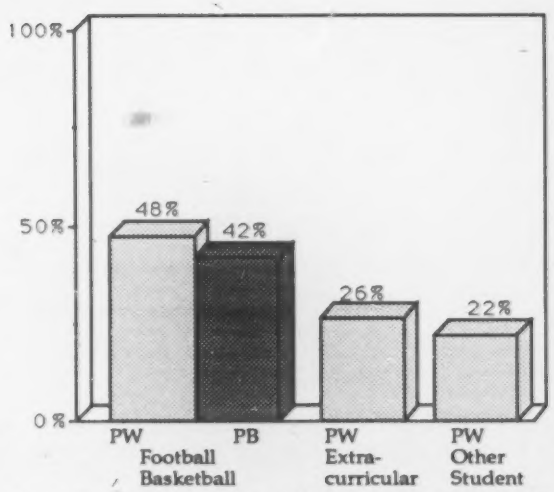

Figure 19. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting They Receive Help in Managing Their Time

Special classes

Special classes include those that seek to orient students to college life, to impart and improve note-taking and listening skills, and to remediate basic skill deficiencies. Table 10 presents data on the reported attendance of Black football and basketball players at these sorts of classes. We see that Black football and basketball players at predominately White institutions are more likely than either Black extracurricular students or other Black students to attend special courses on note-taking and listening skills and on basic skills review and remediation. (On predominately White campuses, more Black than NonBlack football and basketball players attend special courses on study skills and basic skills.) On predominately Black campuses, more than half the Black football and basketball players attend basic skills courses. Orientation programs for college studies or college life are the only types of special classes that Black football and basketball players on

Table 10.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting They Attended Special Classes

	Percent responding "Yes"						
	(1)	(2)	(3)	(4)	Effect coefficients (correlations)		
Have you attended any of the following at this school?	PW Football Basketball	PB Football Basketball	PW Extra-curricular	PW Other Student	(1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Special courses on taking notes, listening in class, preparing assignments	54	39	39	33	.11*	.11*	.19*
Orientation program for college studies or college life	53	80	73	67	.21*	.15*	.13*
Special courses to review basic skills–such as reading, writing, mathematics	44	54	24	30	.08	.15*	.13*

*Statistically significant

predominately White campuses fail to attend more than other Black students. These courses may be less academic in their focus and are usually offered at the beginning of the academic year when football players may already be practicing and competing.

Academic resources

In addition to special classes, colleges and universities provide educational assistance to students through the efforts of their faculty, tutors, and teaching assistants. Most institutions also provide students with academic counseling, to assist them in planning and carrying out programs of study. Table 11 summarizes the perceived availability of these academic resources, as reported by Black football and basketball players, Black extracurricular students, and other Black students. We asked each group whether they thought it was easier or harder for them, because they were athletes, extracurricular students, or Black students, to get help.

As is shown on Table 11, Black football and basketball players on predominately White campuses report that they think it is easier for them to get help from tutors because they are athletes. About 74% of Black football and basketball players say it is easier, as compared to only 14% of other Black students on these campuses. About 59% of Black football and basketball players on predominately Black campuses say they think it is easier for them to get help from tutors because they are athletes. From each of the other rows of Table 11, we see that Black football and basketball players perceive easier access to various

Table 11.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting on the Perceived Availability of Academic Resources

	Percent responding "Easier" or "Much Easier"						
	(1)	(2)	(3)	(4)	Effect coefficients (correlations)		
	PW Football Basketball	PB Football Basketball	PW Extra-curricular	PW Other Student	(1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Do you feel it is "Easier" or "Harder" for you as a college athlete/extracurricul student/Black student to:							
Get help from tutors	74	59	22	14	.20*	.38*	.50*
Talk to academic counselors about your program	37	27	25	6	.07	.09	.34*
Get help from professors	36	44	27	10	.08	.02	.19*
Get help from teaching assistants	28	30	17	8	.03	.06	.15*

*Statistically significant

forms of educational assistance than do other Black students—from getting help from professors to talking to academic counselors. (On predominately White campuses, more Black than NonBlack football and basketball players perceive easier access to academic resources. The differences are reliable for help from tutors and talking to academic counselors.)

4. Academic and Athletic Requirements

Overview

In Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes*, we described the amounts of time student-athletes spend in their sports, as compared to preparing for class, time in class, and other activities. We noted that Division I football and basketball players spend more time in their sports during the season than they spend preparing for and attending class combined. In this chapter, we show that Black football and basketball players spend more time in their sports than in either preparing for or attending class during the season. On the average, however, they spend a few hours less per week in their sports than do Division I football and basketball players generally.

Both in and out of season on predominately White campuses, Black football and basketball players miss more classes per week than either Black extracurricular students or other Black students. The number of classes they miss, however, is about the same as Division I football and basketball players generally report missing—two days per week in season and one day per week out of season. The time demands of football and basketball affect the class attendance patterns of Black football and basketball players in the same way as they affect all student-athletes in these sports.

What are some of the consequences of spending more time in sports than in classes for Black football and basketball players? The majority say that, because they are athletes, they find it is more difficult to get the grades they are capable of getting, harder to study for exams, harder to keep up with coursework, and harder to prepare for classes. When we asked Black football and basketball players how they would apportion an extra hour each day if they had it, they allotted the greatest number of minutes to preparing for class. On predominately White campuses, Black extracurricular students also feel that participating in extracurricular activities negatively affects their course preparation and performance. There are no reliable differences between Black football and basketball players and Black extracurricular students on any of their assessments of the consequences of being an athlete or an extracurricular student. Participating in either sports or other extracurricular activities is perceived as an obstacle to academic performance.

We compared the cumulative grade-point averages (GPAs) in college of the Black students in the national study and find very small, but reliable differences. On predominately White campuses, Black football and basketball players have GPAs of 2.16 on the average. Black extracurricular students on these campuses have GPAs of 2.30 on the average. Other Black students on these campuses have GPAs of 2.28 on the average. On predominately Black campuses, Black football and basketball plavers have GPAs of 2.21 on the average.

At predominately White institutions, as many Black extracurricular students and other Black students as Black football and basketball players report having received incomplete grades and having been on academic probation. Many of the Black students attending predominately White institutions are experiencing academic difficulties, and Black football and basketball players are among them. Activities that take time away from study and classes may do much to limit their academic achievement.

Time Demands and Use of Personal Time

Time commitments

Table 12 summarizes the amounts of time that Black football and basketball players spend in various campus activities during the season and compares them to the times spent by other groups of Black students. The greatest commitments of time each week for both Black football and basketball players and Black extracurricular students are to their main sports or extracurricular activities. However, on predominately White campuses, Black football and basketball players spend more time in their sports than Black extracurricular students spend in their activities. At predominately White institutions, Black football and basketball players also spend less time each week attending class than either Black extracurricular students or other Black students. There are no reliable differences between Black football and basketball players at predominately White institutions and those at predominately Black institutions. As a reference at predominately White institutions, Black football and basketball players spend less time in their sports than their NonBlack teammates (28 versus 31 hours), less time in class (12 versus 14 hours), less time in social activities (9 versus 11 hours), and more time relaxing alone (11 versus 9 hours).

Table 12.
Black Students in Predominately White (PW) and Predominately Black Institutions Reporting on Time Demands and Use of Personal Time (In Season)

	In Season						
	(1)	(2)	(3)	(4)	Effect coefficients (correlations)		
	PW Football Basketball	PB Football Basketball	PW Extra-curricular	PW Other Student	(1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Number of hours per week spent in:							
Main sport/activity	28	25	20	—	.06	.18*	—
Class and labs	12	14	16	14	.06	.15*	.10*
Preparing for class	11	12	14	14	.01	.11	.12
Social activities	9	9	10	11	.01	.02	.07*
Relaxing alone	11	10	10	12	.01	.04	.05
Extracurricular activities (except main one)	4	5	6	8	.08	.18*	.31*

*Statistically significant

Table 13.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting on Time Demands and Use of Personal Time (Out of Season)

	Out of Season						
	(1) PW Football Basketball	(2) PB Football Basketball	(3) PW Extra-curricular	(4) PW Other Student	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Number of hours per week spent in:							
Main sport/activity	18	18	12	----	.01	.17*	----
Class and labs	13	14	16	14	.07	.14*	.07
Preparing for class	14	14	17	14	.00	.08	.01
Social activities	12	12	12	11	.00	.00	.08
Relaxing alone	13	13	12	12	.01	.04	.03
Extracurricular activities (except main one)	7	6	7	8	.01	.04	.09

*Statistically significant

Table 13 presents time commitments out of season. Black football and basketball players continue to spend more time in their sports than Black extracurricular students do in their main activities. In fact, Black football and basketball players continue to devote more time to their sports than they do to any other single activity, while Black extracurricular students spend more time either preparing for class or in class than they do in their extracurricular activities. At predominately White institutions out of season, Black football and basketball players spend less time in class than Black extracurricular students. As a reference on those campuses, Black football and basketball players spend about the same amount of time in their sports as their NonBlack teammates, but spend less time in class (13 versus 14 hours per week).

Classes missed

In Report No. 1 we found that the numbers of classes missed was related to the GPAs of student-athletes in general. In order to look at this relationship for Black football and basketball players, data on the numbers of classes missed are presented in Table 14. At either predominately White or predominately Black institutions, Black football and basketball players miss two classes per week in season on average, and one class per week out of season on average. These values are the same as reported previously for football and basketball players generally, and on predominately White campuses are no different than those for NonBlack football and basketball players.

Figures 20 and 21 illustrate the distribution of reported class absences for Black football and basketball players in greater detail. In Figure 20 we see that larger percentages of Black football and basketball players report missing three or more classes per week during

Table 14.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting on Classes and Days of Classes Missed

	(1) PW Football Basketball	(2) PB Football Basketball	(3) PW Extra-curricular	(4) PW Other Student	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Classes missed per week							
In season	2	2	1	.9**	.03	.14*	.24*
Out of season	1	1	.7	.9**	.01	.10*	.09
Days of classes missed since September							
Due to illness	6	5	13	7	.05	.22*	.04
Due to Injury	5	4	5	2	.01	.02	.11

*Statistically significant
** Estimate based on average classes missed per week throughout the academic year

the season than either Black extracurricular students or other Black students. Figure 21 shows that larger percentages of Black football and basketball players than Black extracurricular students or other Black students report missing two or more classes per week out of season. At predominately White institutions, Black football and basketball players do not differ from their NonBlack teammates in either regard.

Why do Black football and basketball players miss more classes than Black students who participate in other types of extracurricular activities? Table 14 shows that Black football and basketball players miss fewer days of classes due to illness than Black extracurricu-

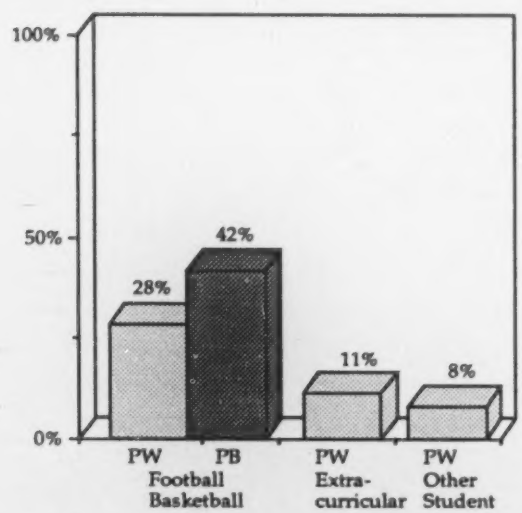

Figure 20. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting They Miss 3 or More Classes per Week In Season

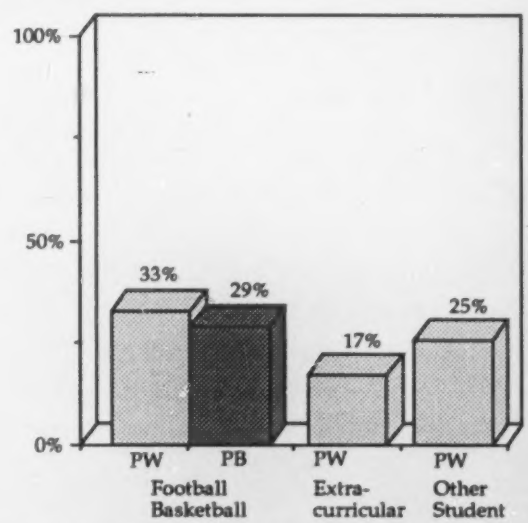

Figure 21. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting They Miss 2 or More Classes per Week Out of Season

lar students. The table also shows that injuries do not account for the difference. The travel required by football and basketball is probably a major factor in the difference, but additional data are required to identify why Black football and basketball players miss more classes. As we shall see, missed classes may pose particular problems for some Black football and basketball players as compared to Black extracurricular students at predominately White Division I institutions.

Academic Performance

Performance in courses

We have seen that Black football and basketball players spend more time on their sports than Black extracurricular students do on their activities. Black football and basketball players also spend less time in class and preparing for class during the season. The reason probably has to do more with the nature of intercollegiate athletics than with the motivation of Black football and basketball players about their studies.

As we have seen in Chapter 2, Black football and basketball players enter predominately White colleges and universities with somewhat different educational and life experiences than students of other races. Because of these differences, the effects of the time requirements of football and basketball on course performance are likely to be felt more by Black football and basketball players. As shown in Table 15, if they had additional time each week, Black football and basketball players report that they would allocate the largest share to preparing for class (as do NonBlack football and basketball players on predominately White campuses). Table 16 shows that in experiencing problems with their studies,

Table 15.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting on How They Would Use an Extra 60 Minutes Each Day

Number of minutes to be spent in:	(1) PW Football Basketball	(2) PB Football Basketball	Effect coefficients (correlations) (1) vs. (2) r
Main sport/activity	7	7	.03
Class and labs	5	7	.10*
Preparing for class	16	17	.03
Social activities	11	11	.00
Relaxing alone	15	12	.08
Extracurricular activities (except main one)	5	5	.02

* Statistically significant

Table 16.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting on Perceived Obstacles to Classroom Performance

Do you feel it is "Easier" or "Harder" for you as a college athlete/extracurricular student to:	Percent Responding "Harder" or "Much Harder" (1) PW Football Basketball	(2) PB Football Basketball	(3) PW Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r
Get the grades you are capable of	75	61	73	.10*	.03
Study for Exams	70	67	63	.04	.04
Keep up with coursework	67	55	63	.11*	.09
Prepare for class	61	53	63	.07	.03

* Statistically significant

Black football and basketball players on predominately White campuses are not different from Black extracurricular students. About the same percentages of each group report that it is harder or much harder for them, because they are athletes or extracurricular students, to do well in their studies. If we look only at the percentages who report it is "much harder" to keep up with coursework and to get the grades they are capable of getting, we find larger numbers of Black football and basketball players, as shown in Figures 22 and 23.

How much does the time required by football and basketball contribute to difficulties in performing well in college studies? At predominately White institutions, we find that the more hours spent in sports, the more difficult it is for Black football and basketball

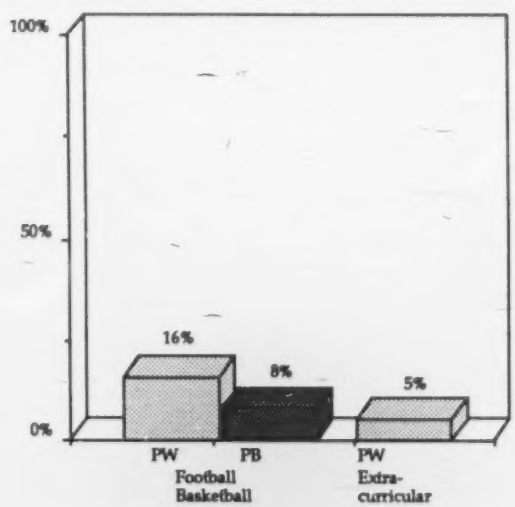

Figure 22. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting It is Much Harder as a College Athlete/Extracurricular Student to Keep Up With Coursework

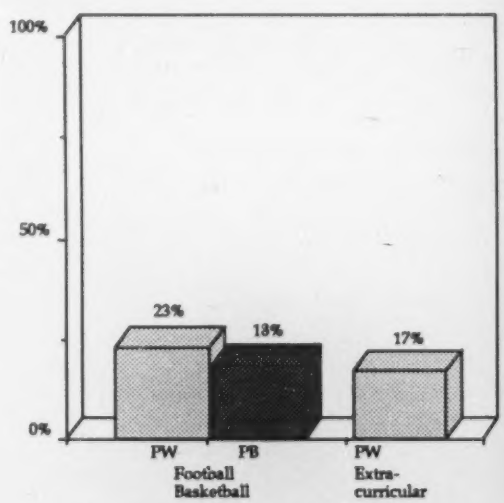

Figure 23. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting It Is Much Harder as a College Athlete/Extracurricular Student to Get the Grades You Are Capable Of

players to perform well. The correlation between the time they spend in their sports during the season and the difficulties they report in keeping up with coursework is -.15 for Black football and basketball players. The correlations between time in sports in season and difficulties in studying for exams is -.12, in preparing for class is -.12, and in getting the grades you are capable of getting is -.14. (These relationships also hold for NonBlack football and basketball players at predominately White institutions.) These correlations are statistically significant but only begin to explain possible reasons for difficulties with course performance.

Grade-point averages

It is reasonable to expect that abilities to keep up with coursework, study for exams, and prepare for class are related to overall course performance. Given that larger numbers of Black football and basketball players than Black extracurricular students report difficulties in these areas, we might expect the Black football and basketball players to have the lowest GPAs on average, and they do. At predominately White institutions, Black football and basketball players have GPAs of 2.16 on average (2.00 = C and 3.00 = B). Black extracurricular students on these campuses have GPAs of 2.30 on average, and other Black students have GPAs of 2.28 on average. On predominately Black campuses, Black football and basketball players have GPAs of 2.21 on average. These GPAs are calculated from college transcripts. The differences in average GPAs among the groups of Black students are very small, but reliable. As a reference at predominately White institutions, NonBlack football and basketball players have GPAs of 2.48 on average, a reliable difference from the average GPA of Black football and basketball players.

Table 17.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions with Cumulative GPAs from 0.00 to 3.00 and Above

	Percent			
	(1)	(2)	(3)	(4)
	PW Football Basketball	PB Football Basketball	PW Extra-curricular	PW Other Student
0.00 - 0.99	1	2	3	4
1.00 - 1.99	33	31	26	26
2.00 - 2.99	62	64	56	53
3.00 and above	4	3	15	16

We present the distribution of GPAs of Black football and basketball players in greater detail in Table 17. We show the percentages of Black football and basketball players with GPAs in each of four ranges, 0.00 to 0.99, 1.00 to 1.99, 2.00 to 2.99, and 3.00 and above. At predominately White institutions, we find that a slightly larger percentage of Black football and basketball players than Black extracurricular students or other Black students have GPAs below 1.99, the value that leads to academic probation at many Division I institutions. (About 16% of NonBlack football and basketball players are below 1.99 as compared to 34% of Black football and basketball players.) The percentage of Black football and basketball players below 0.99 is smaller than for the other two groups of Black students, however, and the percentage in the range above 3.00 is also smaller. Black football and basketball players at both predominately White and predominately Black institutions have GPAs that cluster near the C level.

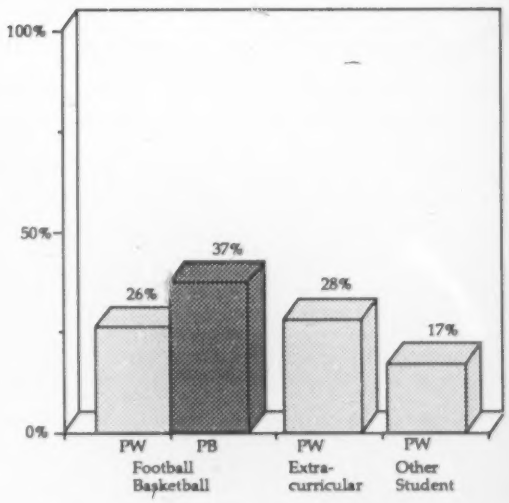

Figure 24. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting That They Have Received Incomplete Grades

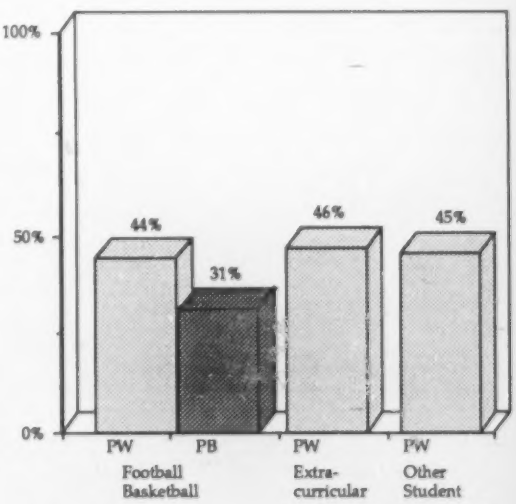

Figure 25. Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting That They Have Been On Academic Probation

Figures 24 and 25 confirm some of the similarities in the academic experiences of Black football and basketball players, Black extracurricular students, and other Black students on predominately White campuses. In Figure 24, we see that Black football and basketball players are as likely as Black extracurricular students to report receiving incomplete grades in courses (16% of NonBlack football and basketball players report incomplete grades). In Figure 25, we see that Black football and basketball players are as likely as either Black extracurricular students or other Black students to report that they have been on academic probation (28% of NonBlack football and basketball players report academic probation).

From the data of the national study, we may conclude that many Black students attending predominately White institutions are experiencing academic difficulties, and Black football and basketball players are among them. Athletic activities that systematically take time away from course preparation and study may limit the academic achieve-

ments of Black football and basketball players, especially considering their academic preparation before college. In the next chapter, we examine the relationship of academic performance to educational and career aspirations, to discern the possible longer-term effects of participation in intercollegiate athletics on Black football and basketball players.

5. Progress Toward Goals

Overview

Personal goals provide an important focus for work efforts. For college students, earning a degree, perhaps getting into graduate school, and getting a good job after graduation are among the most salient personal goals. Student-athletes in college may also have aspirations to become professional athletes. For all students, personal goals related to college degrees and careers after college can be powerful motivators. An important question to ask, however, is just how realistic college students are being in setting their goals. When mismatches in ability and goals are present, there are likely to be eventual disappointments, which may result in depression, anxiety, or loss of self esteem.

In this chapter, we examine the degree and career goals of Black football and basketball players and begin to assess the realism of their aims. We find that a few of them have aims that seem inconsistent with their demonstrated performance, as measured by cumulative grade-point averages (GPAs) in college. In general, there is evidence that Black football and basketball players who place the greatest importance on earning a college degree may have some difficulty achieving that degree. The aims of some Black football and basketball players to become professional athletes seem inconsistent with their positions on the team rosters. In terms of plans to attend graduate or professional schools, to attain jobs of the highest status, and to become professional athletes, from 14-37% of the Black football and basketball players are likely to find their plans very difficult to achieve.

We also present students' current perceptions of various life goals as a baseline for further studies. The longer-term effects of inconsistencies in life goals and abilities cannot be measured by a single data collection from current college students, as is available for this report. As the student-athletes in the national study are surveyed again in the future, we can measure their progress toward their personal goals, and examine in depth the interplay of the goals they set for themselves and the development of their abilities. We can also examine the changes that occur in their life goals—goals such as career success, intellectual development, and having children. For now, the analyses in this chapter provide a preliminary examination of the match of personal goals to abilities.

Personal Goals

Education and career goals

Considering the data on educational and career goals available from the national study, we conclude that Black football and basketball players set demanding goals for themselves. More than 80% of Black football and basketball players say that earning a

college degree is of the greatest importance, as is shown in Figure 26. Black football and basketball players are more likely to regard earning a degree as of the greatest importance than are Black extracurricular students on the same campuses. For reference, Black football and basketball players in predominately White institutions are no different than their NonBlack teammates in rating the importance of getting a degree.

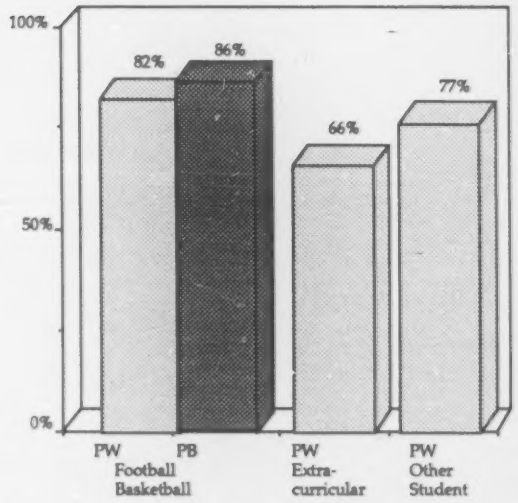

Figure 26. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting That They Place Greatest Importance on Getting a Degree at the Present Time

As Table 18 shows, a major in business is most popular for both Black football and basketball players and Black extracurricular students. At predominately Black institutions, almost 45% of Black football and basketball players say they expect their degrees in business. At predominately White and predominately Black institutions, the top three choices of major for Black football and basketball players are identical—business, professional occupations, and communications. (Professional occupations include architecture, health sciences, home economics, library science, nursing, pharmacy, protective services, and public affairs.) About 7% of the Black football and basketball players on predominately White campuses and 9% of their counterparts on predominately Black campuses expect to get their degrees in physical education. About 32% of the NonBlack football and basketball players on predominately White campuses also pick business as their intended degree—the

Table 18.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting on the Fields in Which They Expect Their Degree [1]

	Percent			
	PW Football Basketball	PB Football Basketball	PW Extra-curricular	PW Other Student
Business	24	45	25	18
Professional Occupations	20	17	7	23
Communications	17	10	13	12
Social Science	14	2	14	24
Physical Education	7	9	1	1
Arts and Humanities	6	4	9	4
Education	5	0	11	4
Engineering	4	2	8	4
Computer/Information Sciences	3	3	8	5
Biological Sciences	0	7	1	4
Physical Sciences	0	1	3	1

[1] Includes sophomores, juniors, and seniors.

top choice for them, while 5% pick physical education.

Approximately 23% of the Black football and basketball players on predominately White campuses say they "almost certainly" will go on to graduate school. They are no different than their NonBlack teammates in this regard. On predominately Black campuses, 35% of the Black football and basketball players say they almost certainly will attend graduate school, a figure that is about the same as the percentages for Black extracurricular and other Black students at predominately White institutions. These results are presented in Figure 27.

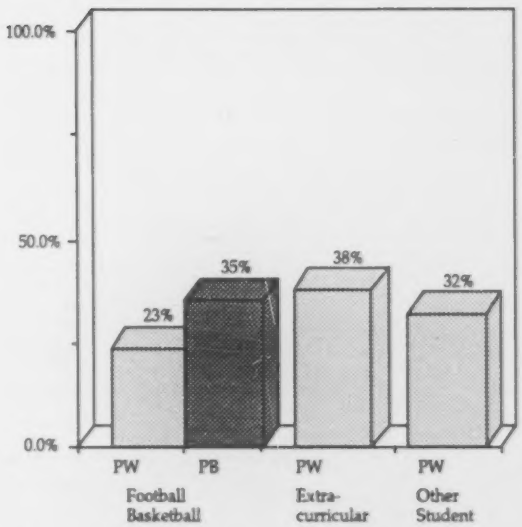

Figure 27. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting That They Will Almost Certainly Go to Graduate/Professional School

In Figure 28, we see that 15% of the Black football and basketball players on predominately White campuses say they expect jobs at age 40 that are rated among the top quarter in terms of the distribution of socioeconomic status found in the national study (e.g., engineers, physicians, architects, computer systems analysts). This compares to 26% of the Black extracurricular students and to 42% of the other Black students on these campuses who aspire to these high SES occupations. [Status is measured by a male-based socioeconomic index (MSEI) developed for analysis of 1980 U.S. Census data.] On predominately White campuses, Black football and basketball players are reliably different from their NonBlack teammates. About 21% of the NonBlack football and basketball players aspire to jobs at age 40 that are in the top quartile of the SES distribution found in the national study.

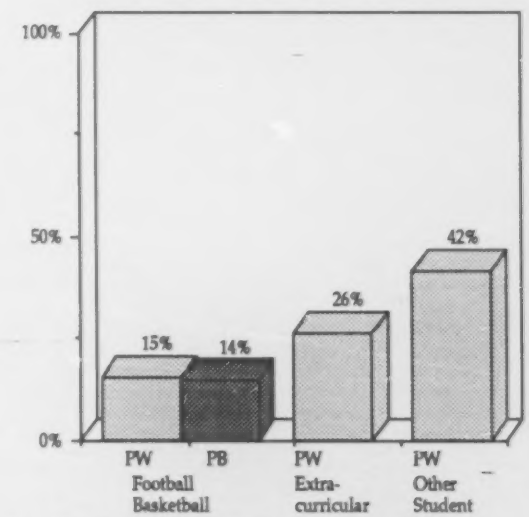

Figure 28. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Who Say They Expect Jobs at Age 40 with Male Socioeconomic Index Ratings of 73 or Higher, the Upper 25% of the Distribution

Professional athletic careers

In Figure 29, we see that 44% of Black football and basketball players in predominately White institutions say, at the time of the survey, they expect to become professional

athletes. In predominately Black institutions, 36% of the football and basketball players say they expect professional sports careers. As a comparison, more Black than NonBlack football and basketball players on predominately White campuses say they expect professional sports careers—44% versus 20%.

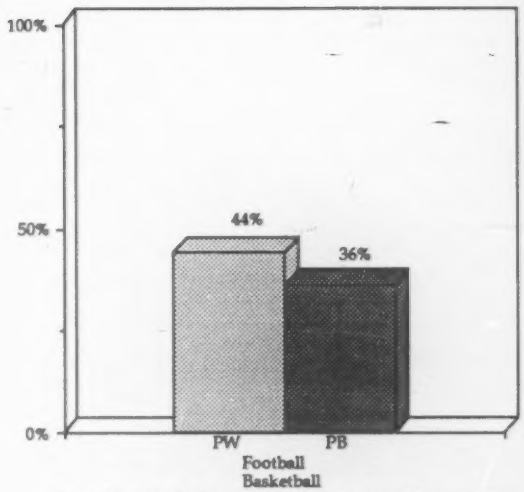

Figure 29. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Who Say They Expect to Become Professional Athletes

When asked how certain they are of their expectation of professional athletic careers, only about 7% of the Black football and basketball players in predominately White institutions and 5% in predominately Black institutions say they "almost certainly" will become professional athletes, as is shown in Figure 30. For comparison, 3% of the NonBlack football and basketball players on predominately White campuses say they "almost certainly" will become professional athletes. Given the numbers of positions that usually become available to new recruits each year in the major U.S. professional football and basketball leagues, the percentages of the more certain Black football and basketball players do not seem that far out of line with the available opportunities.

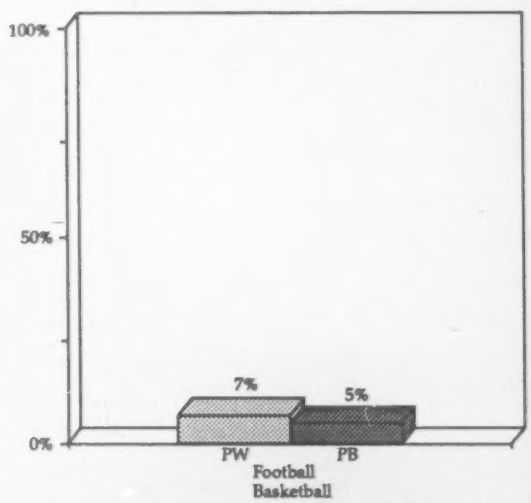

Figure 30. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Who Say They Expect to Become Professional Athletes and Who Report They Are Almost Certain to Become Professional Athletes

The Match of Personal Goals to Abilities

Are the educational and career aspirations of Black football and basketball players, including expectations of professional athletic careers, consonant with their abilities? For getting a degree or attending graduate school, we can consider college GPAs in making a preliminary assessment of how attainable the goals might be. In evaluating at this time whether expectations of careers in professional athletics might be fulfilled, we can only look at the team standing of the student-athletes. No data as to the athletic abilities of student-athletes were collected during the national study from coaches or other observers.

At the outset, we stress again that this is a preliminary examination, as many factors

besides GPA and team standing are likely to affect education and career success—in college, and especially, in the years following graduation. Additional data on the student-athletes in the national sample are required to determine their attainments, joys, and disappointments over time and link them to their performance while in college. Here, we take a first look at what might be in store for Black football and basketball players after they leave college. Our look is based on analyses of Black football and basketball players from all college classes combined as the numbers of juniors and seniors currently in the database are not sufficient to analyze separately.

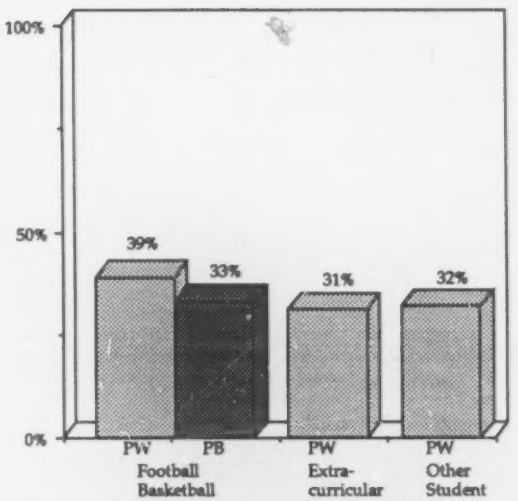

Figure 31. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions, Among Those Reporting That Earning a Degree is of Greatest Importance, Whose Cumulative Grade-Point Averages are 1.99 or Below

Education and career goals

Figure 31 shows the percentages of Black football and basketball players, Black extracurricular students, and other Black students, among those who say they believe earning a college degree is of the greatest importance, who have college GPAs of 1.99 and below as determined from their college transcripts. GPAs of 1.99 and below are cause for academic probation at many Division I institutions. As is shown in the figure, 39% of all Black football and basketball players at predominately White institutions and 33% of their counterparts at predominately Black institutions who regard earning a degree as being of the greatest importance have GPAs of 1.99 and below. In fact, on predominately White campuses, if we consider all Black students who have GPAs of 1.99 or below, Black football and basketball players are more likely to say that earning a college degree is important than are Black extracurricular students. As a comparison on the predominately White campuses, 15% of all NonBlack football and basketball players who report that earning a degree is of the greatest importance have GPAs of 1.99 or below.

In Figure 32, we look at the percentages of Black football and basketball players, among those who say they almost certainly will attend graduate or professional schools, who have cumulative GPAs of 1.99 or lower. About 35% of all Black football and basketball players at predominately White and 22% at predominately Black institutions who say they will almost certainly attend graduate or professional school have GPAs of 1.99 or below. At predominately White institutions, considering all Black students with GPAs of 1.99 or below, the mean rating of Black football and basketball players for saying they will attend graduate school is not reliably different from Black extracurricular students and other Black students. For a comparison at predominately White institutions, 11% of the

NonBlack football and basketball players who say they are almost certain of attending graduate or professional school have a GPA of 1.99 or below.

Finally, Figure 33 shows that 37% of all Black football and basketball players on predominately White campuses who expect to have jobs at age 40 that are in the top quarter in terms of socioeconomic status currently have cumulative GPAs of 1.99 or lower. This compares to about 30% of the other Black students on these campuses, among those who hold high-status job aspirations, who have GPAs of 1.99 or below. On the same campuses, 14% of the NonBlack football and basketball players fall into this category.

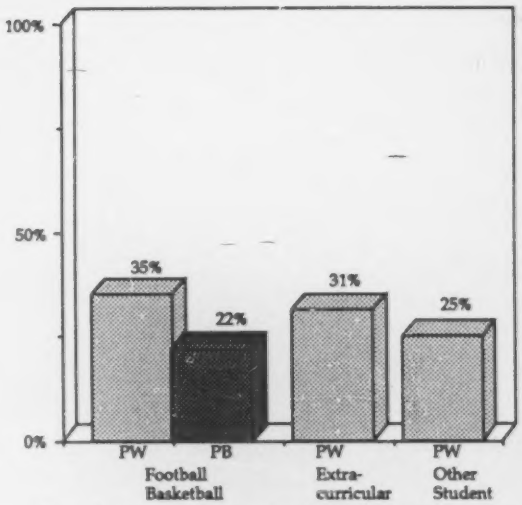

Figure 32. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions, Among Those Reporting They Will Almost Certainly Go On to Graduate or Professional School, Whose Cumulative Grade-Point Averages are 1.99 or Below

To the extent that college GPA accurately indicates academic performance for Black football and basketball players, it seems as if some of them have set goals and expectations for themselves that are not well-matched to their performance levels. For example, GPAs of 1.99 or lower do not augur very well for getting a college degree, and 39% of all Black football and basketball players in predominately White institutions who say earning a degree is of greatest importance have GPAs of 1.99 or lower. Getting into graduate or professional schools requires an undergraduate GPA of more than 1.99, and successfully meeting the academic requirements of high SES occupations (e.g., medicine, law, engineering) requires a level of academic performance above that expected of students with this low an average. However, 35% of Black football and basketball players in predominately White institutions who aspire strongly to graduate school and 37% who aspire to high SES jobs have GPAs of 1.99 and below.

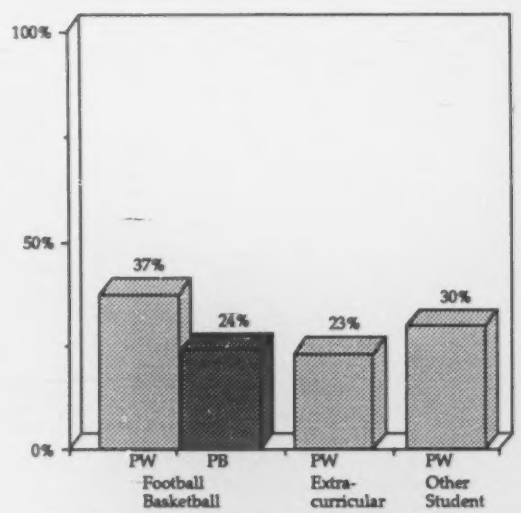

Figure 33. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions, Among Those Reporting They Expect Jobs at Age 40 That Are High in Socioeconomic Status, Whose Cumulative Grade-Point Averages are 1.99 or Below

Professional athletic careers

Team standing is one measure of how the athletic ability of Division I student-athletes has been evaluated by their coaches. We can use team standing (first, second, or third team) as one preliminary indication of the degree of match between athletic ability and the goal of becoming a professional athlete. Figure 34 shows the percentages of Black football and basketball players, among all those who expect to become professional athletes, who are second-team and third-team players. We see that approximately 14% of all Black football and basketball players at predominately White institutions who say they expect professional careers are second-team and third-team players, as compared to about 24% of their counterparts on predominately Black campuses. In contrast, at the predominately White campuses, 86% of all Black football and basketball players who say they expect to become professional athletes are first-team players, while at predominately Black campuses, 76% of all Black football and basketball players who expect to join the pros are first-team players. At the predominately White campuses, 80% of all NonBlack football and basketball players who expect professional athletics careers are first-team players, as contrasted with 20% who are second-team and third-team players.

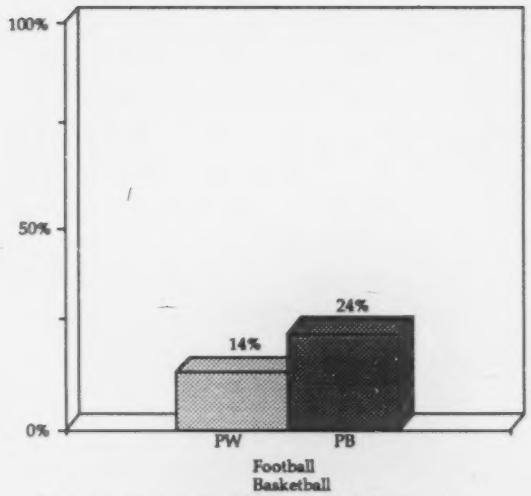

Figure 34. Black Football and Basketball Players in Predominately White (PW) and Predominately-Black (PB) Institutions, Among Those Reporting They Expect to Become Professional Athletes, Whose Position on the Playing Roster is Second or Third Team

Consequences of mismatches in goals and abilities

We examined whether any of the potential mismatches in ability levels and aspirations among Black football and basketball players at predominately White Division I institutions seem to be related to psychological measures of depression, anxiety, or self esteem. From the data currently available from the national study, we find no indications of such a relation for the importance of getting a degree, intention to attend graduate or professional school, aspiration for a high-status job at age 40, or aspiration for a professional athletic career. These very preliminary findings will have to be explored further by collecting additional data on the student-athletes in the national study. The consequences of mismatches in goals and abilities may not begin to become apparent until it is clear that a goal will not be met and a different one must be set.

Life Goals

Life goals refer to broad aims for the future, such as happiness, health, career success, and marriage and children. Table 19 compares the ratings of life goals provided by Black football and basketball players, Black extracurricular students, and other Black students. On predominately White campuses, Black football and basketball players differ from either the Black extracurricular students, or the other Black students, or both, in every area except intellectual development. More Black football and basketball players rate the areas as having the greatest importance. As the table alsc .ows, Black football and basketball players at predominately White institutions are very much like their counterparts at predominately Black institutions. For a comparison at predominately White institutions, Black football and basketball players rate all areas except happiness, health, raising children, and making new friendships higher than their NonBlack teammates. The differences between Black and NonBlack football and basketball players are greatest for religious or spiritual fulfillment and job security.

Figures 35, 36 and 37 highlight three items from Table 19, each of which is related to career development. In Figure 35, we see the greater importance that Black football and basketball players attach to career success, as compared to either Black extracurricular stu-

Table 19.
Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Reporting on Their Future Goals

Thinking about the future, how important is each of the following to you:	Percent responding "Greatest Importance"				Effect coefficients (correlations)		
	(1) PW Football Basketball	(2) PB Football Basketball	(3) PW Extra-curricular	(4) PW Other Student	(1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Happiness	89	89	88	80	.01	.00	.15*
Health	86	90	76	78	.05	.10*	.10*
Career success	83	92	69	64	.06	.12*	.21*
Job security	83	88	54	45	.04	.23*	.40*
A good marriage	78	69	72	44	.07	.06	.44*
Financial success	70	80	69	57	.08	.02	.14*
Religious or spiritual fulfillment	69	73	57	39	.04	.12*	.40*
Good retirement	68	80	44	43	.08	.20*	.27*
Raising children	67	60	52	32	.01	.09	.45*
A long life	66	80	43	38	.12*	.23*	.27*
Intellectual development	59	59	71	61	.01	.10	.04
Making new friendships	38	37	42	26	.02	.02	.28*

* Statistically significant

students or other Black students. In Figure 36, we see that Black football and basketball players in predominately Black institutions seem particularly concerned about their future financial success. In Figure 37, we see the markedly different attitudes about job security that Black football and basketball players hold as compared to Black extracurricular students or other Black students. Almost twice as many Black football and basketball players rate job security as being of the greatest importance than do Black students who do not participate in either athletics or other extracurricular activities.

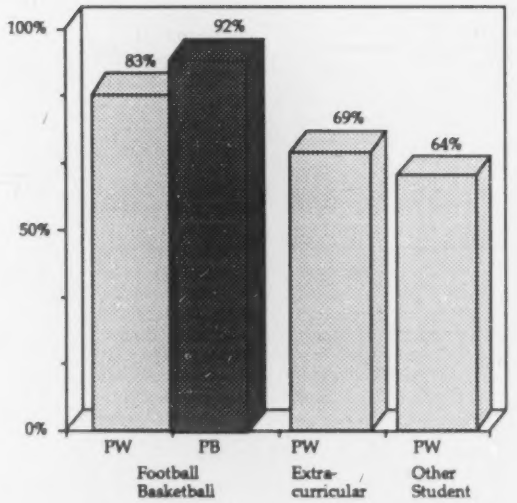

Figure 35. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Placing Greatest Importance on Career Success

To assess whether the life goals of Black football and basketball players are being achieved requires a longitudinal perspective. We must revisit the students at later points in their lives—one or two years after they leave college and three or four years into their careers—in order to assess how they are progressing. More important for the study of intercollegiate athletics, such follow-up studies are essential for evaluating the longer-term impact of athletics participation during the college years.

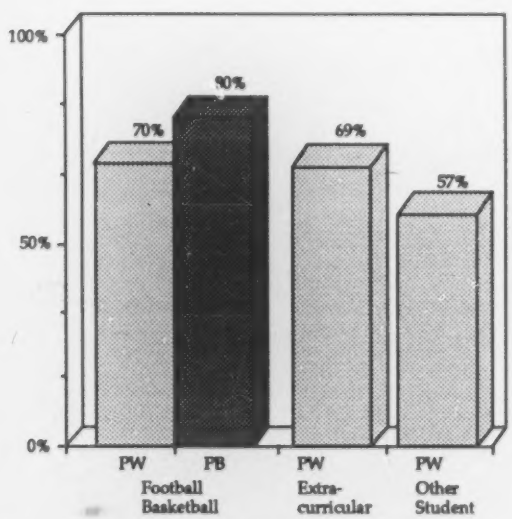

Figure 36. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Placing Greatest Importance on Financial Success

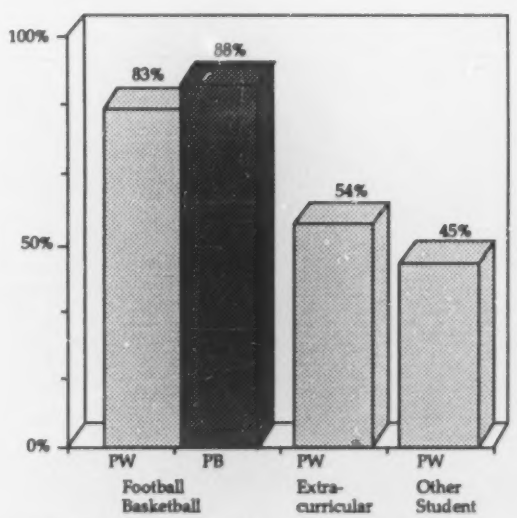

Figure 37. Black Students in Predominately White (PW) and Predominately Black (PB) Institutions Placing Greatest Importance on Job Security

In its *Agenda for Reform*, the NCAA Presidents Commission raised several questions that call for such continuing studies. They asked:

> What are the end results of college and university athletic programs? What are the graduation rates of various types of students and programs? How do student-athletes evaluate their college experiences as they come to an end? What do their lives look like three and four years after they leave college?

To this set of questions, we would add two other general ones:

1. What progress are student-athletes making toward their personal goals, and what effect is their progress or lack of progress having on their psychological and emotional well-being?

2. To what extent are student-athletes realizing or reshaping their life goals after entering the world after college, and to what extent has participation in intercollegiate athletics helped or hurt them in this process?

For Black student-athletes in particular, the answers to these questions have much to do with the value of intercollegiate athletics as a pathway to higher education.

6. Technical Information about this Report

This chapter describes the methods used to obtain the data for this report. The first section below reviews the general methodology used for the 1987-88 National Study of Intercollegiate Athletes, which included the Black students described in this report. The second section describes the procedures we followed to ensure that the results presented in this report are not affected by biases introduced by differences between those who responded to the study and those who did not. These procedures included a survey of nonrespondents and the imputation of missing data values for respondents and nonrespondents based on (1) descriptive data collected for nonrespondents, and (2) the patterns of responses for survey respondents who are most similar to those individuals who did not respond.

Overview of Survey Methodology

For the 1987-88 National Study of Intercollegiate Athletes, we gathered information from full-time undergraduate students who participated in intercollegiate sports at colleges and universities that were Division I members of the NCAA. To provide a comparison for these student-athletes at the same colleges and universities, we also gathered information from full-time undergraduate students who participated extensively in other extracurricular activities, such as band or orchestra, drama or other performing arts, student newspaper or radio, or college work-study programs. By sampling students who, like athletes, participated in a nonacademic activity involving an extensive time commitment, we ensured that any differences between athletes and nonathletes were not due solely to differences in time spent on a nonacademic activity. To facilitate studies of the experiences of Black student-athletes, our design also included a second comparison group of Black students not participating in intercollegiate athletics or other extracurricular activities. (For detailed information about the design and methods of the study, see Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes.*)

Sample

For the study, we drew a sample of 42 Division I colleges and universities to reflect the variation in location, size, and public or private status of all 291 Division I institutions. We selected the 42 at random from within the conferences and independent groups that comprise Division I of the NCAA. We selected 21 institutions from Division I-A, 11 from Division I-AA, and 10 from Division I-AAA. Three of the 42 were predominately Black institutions.

We selected student-athletes and comparison students at the 42 institutions in sufficient numbers to be confident that we were accurately representing all student-athletes in

Division I colleges and universities. We selected the students from specific groups. If possible at each of the 42 Division I institutions, we selected a sample of 110:

- 80 student-athletes: 30 football players, 10 men's basketball players, 10 women's basketball players, 10 men and 10 women with athletic grants in other sports, and a mixed group of 10 men and women without grants in other sports
- 20 students extensively involved in other extracurricular activities
- 10 Black students not included in either the student-athlete or extracurricular groups

We made adjustments in the sizes of the student-athlete samples at institutions that either did not have football or women's basketball or did not compete in them at the Division I level. The total sample drawn included 4,259 student-athletes and comparison students.

When we drew the 4,259 students for our primary sample, we also selected alternates in numbers equal to half the size of the primary sample. For example, we selected at random 30 football players as primary sample members at each institution and 15 as alternate sample members. When primary sample members could not be located or refused to participate in the study, we turned to alternate sample members.

Instruments

We designed separate questionnaires for student-athletes, extracurricular students, and the special sample of Black students. All three questionnaire forms contained a common core of questions with the words changed to fit the characteristics of the groups. The questionnaires were designed to collect broad, baseline data and focused on the following:

- aspirations and expectations
- academic preparation and performance
- athletic participation
- recruitment experiences
- personal and interpersonal experiences while in college
- physical and emotional health

(For copies of the questionnaires, see Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes.*)

Data collection

All data were collected by AIR staff who worked at the 42 campuses during the period from March to July 1988. We assembled student-athletes and comparison students in small groups, typically five or fewer, to fill in questionnaires, with only the students and AIR data collectors present. Students took an average of 50 minutes to complete the questionnaires. They were also asked to give AIR written permission to obtain copies of their high school and college transcripts and scores from the American College Testing (ACT) Assessment Program or Scholastic Aptitude Test (SAT).

At every campus, AIR staff worked with a liaison from the institution, such as the Vice President for Student Affairs; however, we completely controlled the data collection process. We used a specially designed system of identification codes to keep the identities of the institutions and students confidential.

Responses

We collected usable questionnaires from 4,083 student-athletes and comparison students. Of these, 3,210 (75% of 4,259) were from primary respondents and 873 were from alternate respondents. Table 20 presents the numbers of usable questionnaires returned to AIR by students in each of the eight sampling categories.

Table 20.
Usable Questionnaires, by Category

Category	Desired Sample Size	Primary Respondents Number	Primary Respondents Percent	Alternate Respondents Number
Student-Athletes				
Football	960	739	77	178
Men's Basketball	420	350	83	59
Women's Basketball	389	336	86	49
Other Sports Male	395	319	81	75
Other Sports Female	384	335	87	56
Other Sports Mixed	451	324	72	105
Comparison Groups				
Extracurricular Students	870	598	69	225
Black Students	390	209	54	126
Total	4,259	3,210	75	873

Estimating Data for Nonrespondents

In a survey of this type, the presumption is that nonrespondents do not differ systematically from respondents and would respond similarly to the survey. As Table 20 indicates, 1,049 students who were selected in our primary sample did not respond. After a thorough check of the contact logs kept by our site coordinators, nine of these "nonrespondents" were found to have been classified incorrectly at the time the sample was drawn. The actual number of primary nonrespondents was 1,040.

Data on nonrespondents

To make sure that all groups and viewpoints were represented accurately in the database from our survey, including those from students who did not respond, we used procedures to estimate what the responses for these nonrespondents would have been had they completed questionnaires. We began by collecting additional descriptive information about these students from their universities and colleges in Fall 1988, to be analyzed together with background data we already had collected for the individuals at the time we drew the original sample for the national study.

We had available all of the following data for most of the 1,040 nonrespondents:

- documented cumulative college grade-point average
- institution attended
- race (Black or NonBlack)
- class (freshman, sophomore, junior, or senior)
- activity group (the eight categories listed in Table 20)
- status with respect to having an athletic grant (grant or no grant)
- enrollment status for 1988-89 (enrolled or not enrolled)

From these data, we used statistical procedures to impute values for the other data items for the nonrespondents, using the values of respondents with similar characteristics. For example, if we had a nonrespondent who was a NonBlack junior at a particular institution with an athletic grant in men's basketball and a grade-point average of 2.75 , we calculated statistically what his responses were likely to be, based on the responses of respondents with similar characteristics.

Imputation of missing data values

Operationally, we divided the data items into related groups and imputed values for each group separately. We included the following 14 base variables in each of the groups:

- intensity of athletic program
- NCAA Division (I-A, I-AA, or I-AAA)
- race (Black, White, American Indian or Alaskan Native, Asian, Pacific Islander, or Other)
- documented SAT composite score
- socioeconomic status
- gender
- depression (score on a 20-item Center for Epidemiological Studies scale included in questionnaire)
- documented cumulative college GPA

By adding imputed values to our database, we ensured that nonrespondents were accurately represented in our analyses. Any bias due to the types of persons not responding was thus effectively removed.

The actual imputation of missing values was performed using procedures developed by AIR as part of a contract with the U.S. Center for Educational Statistics to improve analysis procedures for educational research. Our procedure combines the best features of two standard programs for such imputation: BMD-PAM (a module of the Biomedical Computer Programs statistical package that describes and estimates missing data) and "hot deck" (the imputation procedure used by the U.S. Census Bureau). For this survey, we used our procedure—PROC IMPUTE—to supply values that were missing for the 1,040 nonrespondents but were obtained from the 4,083 respondents. At the same time, we imputed data for any missing items for the 4,083 respondents.

Telephone survey of nonrespondents

To validate the accuracy of our imputation, we conducted a small-scale follow-up of a random sample of nonrespondents. We conducted telephone interviews to obtain data on the following areas from 66 nonrespondents selected from football, men's and women's basketball, and the special sample of Black students:

- origin or descent (Hispanic or Non-Hispanic)
- race (Black, White, American Indian or Alaskan Native, Asian, Pacific Islander, or Other)
- year degree expected
- academic difficulty (repeated courses, incompletes, probation)
- satisfaction with overall academic performance (4-point scale)
- year of birth
- gender
- SAT score (seven-point scale)
- ACT score (seven-point scale)
- father's highest level of education (6 categories ranging from less than high school graduation to advanced professional degree)
- mother's highest level of education (same categories as for father's education)
- father's most recent job (coded to three-digit U.S. Department of Census codes and Dictionary of Occupational Titles classification systems)
- mother's most recent job (same coding system as for father's job)
- parents' total income for the past year (before taxes, 10-point scale from less than $5,000 to more than $80,000)

Comparison of actual versus imputed data

For these 66 nonrespondents, we ran statistical tests to compare the values we obtained in the telephone interviews to those we had imputed. To provide this comparison, we used correlation analysis. Table 21 summarizes the results of the correlation analysis for the 18 football players who were contacted during the telephone survey of nonrespondents. The results indicate that only two variables—class and satisfaction with academic performance—showed statistically significant differences between actual and imputed values.

Table 21.
Actual vs. Imputed Data: Category 1, Football

Variable	N	Mean	Standard Deviation	Probability
National Origin	18 (actual)	1.89	0.323	0.735
	18 (imputed)	1.94	0.236	
Class	18 (actual)	2.39	1.243	0.005*
	18 (imputed)	1.83	0.985	
Recruitment	18 (actual)	1.06	0.236	0.668
	18 (imputed)	1.17	0.383	
Grant	18 (actual)	1.44	0.511	0.065
	18 (imputed)	1.28	0.461	
Repeated courses	18 (actual)	1.56	0.511	0.372
	18 (imputed)	1.50	0.515	
Incomplete grades	18 (actual)	1.72	0.461	0.179
	18 (imputed)	1.78	0.428	
Academic probation	18 (actual)	1.67	0.485	0.017*
	18 (imputed)	1.56	0.511	
Satisfaction with academic performance	18 (actual)	2.33	0.907	0.322
	18 (imputed)	2.39	0.698	
SAT score*	10 (actual)	4.70	1.418	0.622
	18 (imputed)	5.00	1.188	
ACT score*	9 (actual)	5.67	1.414	0.732
	18 (imputed)	5.67	1.188	
Professional athlete expectations	18 (actual)	1.67	0.485	0.453
	18 (imputed)	1.78	0.428	
Satisfaction with athletic performance	18 (actual)	2.33	0.840	0.773
	18 (imputed)	2.06	0.639	
Team position	18 (actual)	2.50	1.689	0.110
	18 (imputed)	2.50	1.295	
Freshman participation	18 (actual)	2.06	1.056	0.978
	18 (imputed)	2.89	0.900	

* Documented test scores were collected from the participating institutions and were used to impute documented test scores. Reported test scores were also collected using a seven-point scale, and these were used to impute reported test scores --the scores reported on here.

Table 22.
Actual vs. Imputed Data: Category 8, Special Sample of Black Students

Variable	N	Mean	Standard Deviation	Probability
National Origin	38 (actual) 38 (imputed)	1.97 1.92	0.162 0.273	0.774
Class	38 (actual) 38 (imputed)	2.55 2.37	1.132 1.261	0.0001
Repeated courses	38 (actual) 38 (imputed)	1.47 1.58	0.506 0.500	0.712
Incomplete grades	38(actual) 38 (imputed)	1.82 1.74	0.393 0.446	0.284
Academic probation	38 (actual) 38 (imputed)	1.61 1.42	0.495 0.500	0.837
Satisfaction with academic performance	38 (actual) 38 (imputed)	2.74 2.42	0.891 0.683	0.200
Sat score*	22 (actual) 38 (imputed)	4.59 5.08	0.959 1.050	0.333
ACT score*	9 (actual) 38 (imputed)	4.78 5.08	1.302 1.260	0.285

* Documented test scores were collected from the participating institutions and were used to impute documented test scores. Reported test scores were also collected using a seven-point scale, and these were used to impute reported test scores--the scores reported on here.

The results of the correlation analysis for 38 members of the special sample of Black students included in the telephone survey of nonrespondents are shown in Table 22. The smaller number of variables in Table 22 is because the special sample of Black students was not asked all the questions that were asked of student-athletes. This correlation showed a significant difference for only the class variable.

Data files for analysis

The analysis files used for this report contained the records of 5,123 students and student-athletes: 4,083 original respondents plus 1,040 nonrespondents with their data imputed. Data were weighted, using the same procedures described in detail in Report No. 2.

We assigned institution weights to capture the number of institutions in the population (athletic conference or cluster of independent institutions) each college and university represented. Similarly, we assigned student weights to capture the number of students in the population each student represented. For each student, the weight was a ratio of the number of students on the squad list or activity list (the list of students in each population provided by the institution) to the number of respondents, multiplied by the institution weight.

Summary

For the 1987-88 National Study of Intercollegiate Athletes, we obtained responses from 4,083 students at 42 colleges and universities that are Division I members of the NCAA. Of those in the original sample of students drawn for the study, 1,040 did not respond to the survey. Rather than rely solely on responses from students who responded, we used an imputing procedure developed by AIR to estimate values for missing data items. We also conducted a telephone survey of 66 nonrespondents, obtaining information that we used to validate our imputations. The results gave us confidence that we could use the imputed values, and they were merged into the database for the study. At the same time we imputed values for nonrespondents, we imputed values for any missing items for respondents. It is these values—the actual and imputed values for 4,083 students and the imputed values for 1,040 nonrespondents—that are the basis for this report.

Appendix

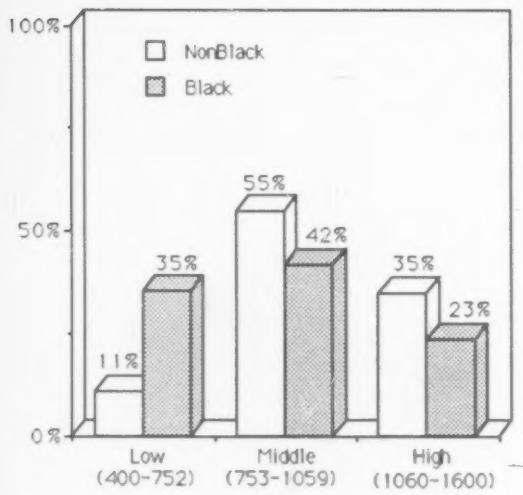

Figure A-1. Composite SAT Scores of Student-Athletes in Other Sports

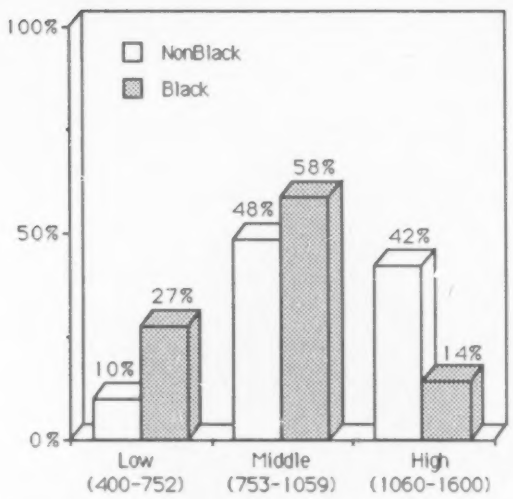

Figure A-2. Composite SAT Scores of Students in Extracurricular Activities

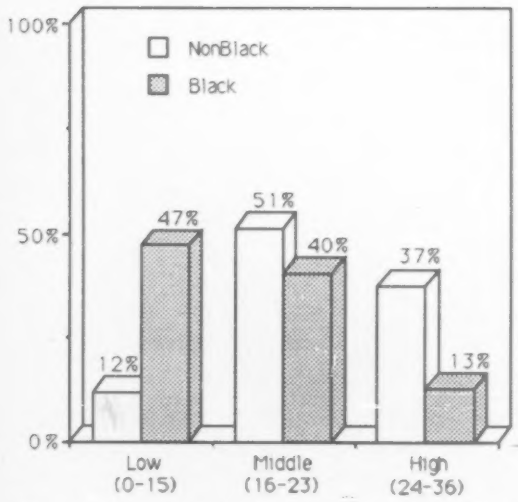

Figure A-3. Composite ACT Scores of Student-Athletes in Other Sports

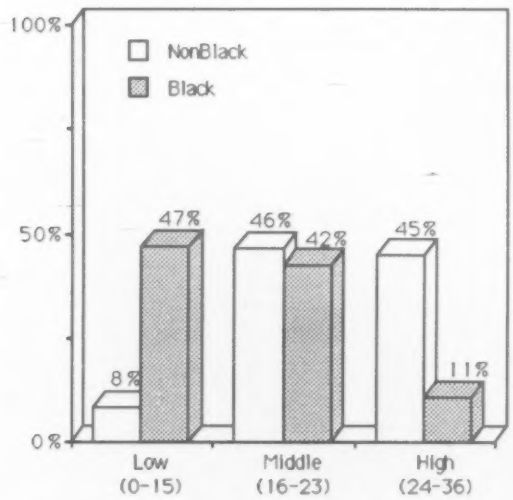

Figure A-4. Composite ACT Scores of Students in Extracurricular Acitivites

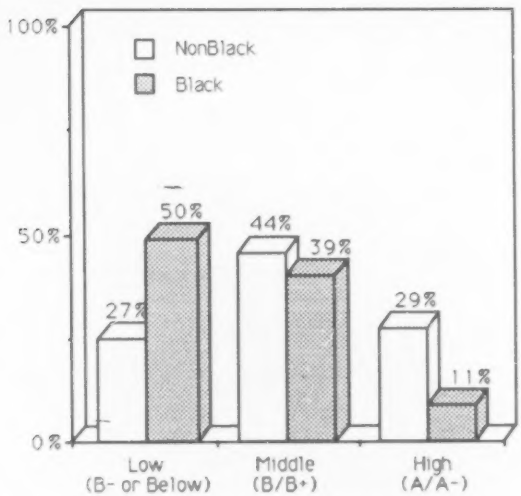

Figure A-5. Cumulative High School Grade-Point Averages of Student-Athletes in Other Sports

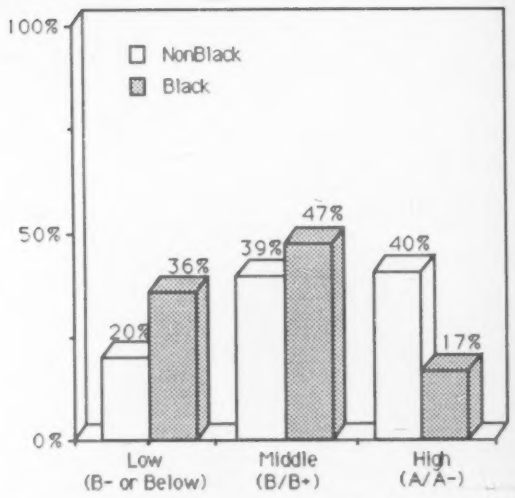

Figure A-6. Cumulative High School Grade-Point Averages for Students in Extracurricular Activities

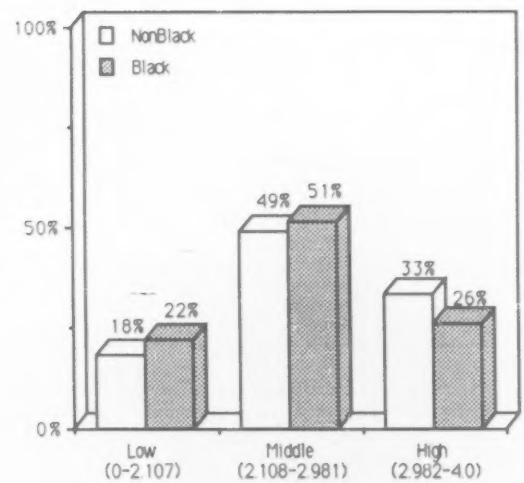

Figure A-7. Cumulative Collegiate Grade-Point Average of Student/Athlete in Other Sports

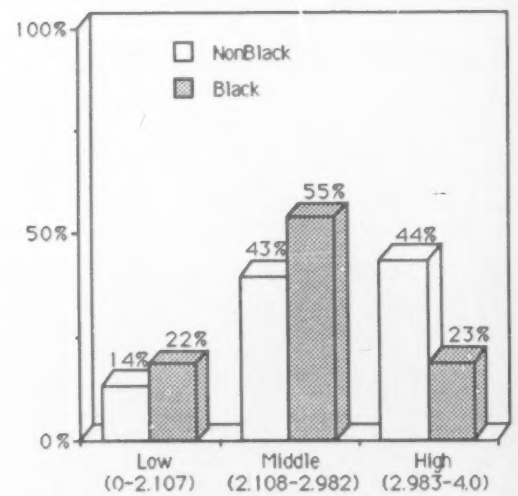

Figure A-8. Cumulative Collegiate Grade-Point Averages of Students in Extracurricular Activities

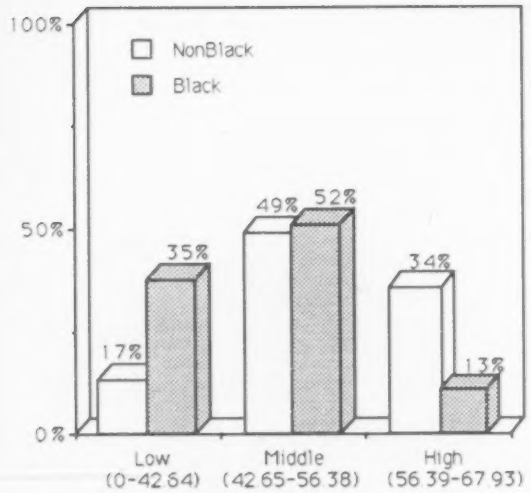

Figure A-9. Socioeconomic Status of Student-Athletes in Other Sports

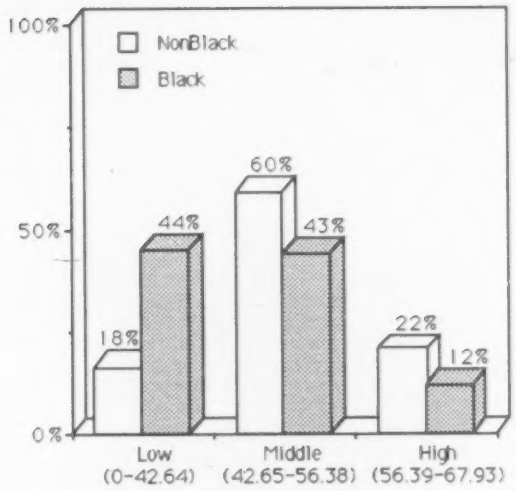

Figure A-10. Socioeconomic Status of Students in Extracurricular Activities

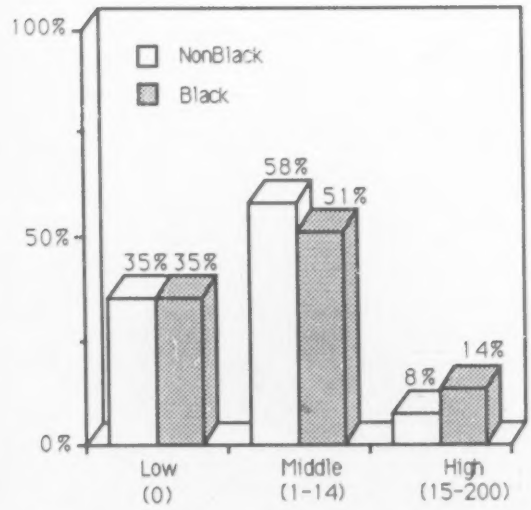

Figure A-11. Student-Athletes in Other Sports Reporting the Number of Institutions That Recruited Them

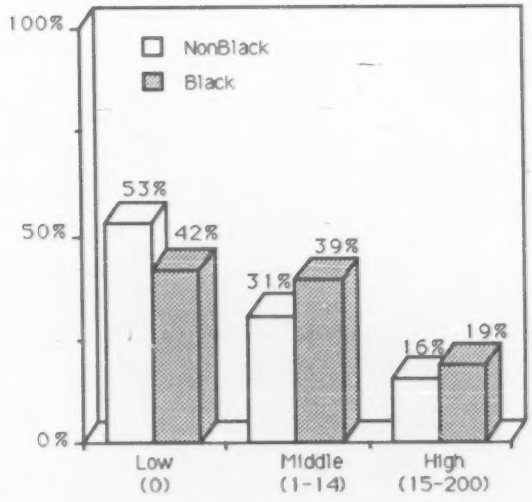

Figure A-12. Extracurricular Students Reporting the Number of Institutions That Recruited Them

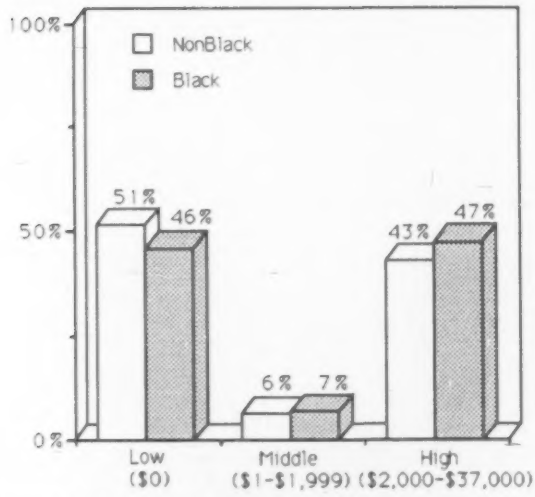

Figure A-13. Student-Athletes in Other Sports Reporting The Amounts of Money They or Their Parents Have Had to Borrow for College

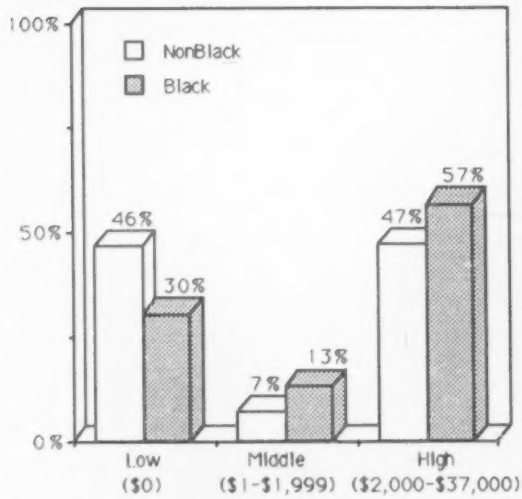

Figure A-14. Extracurricular Students Reporting Amounts of Money They or Their Parents Have Had to Borrow for College

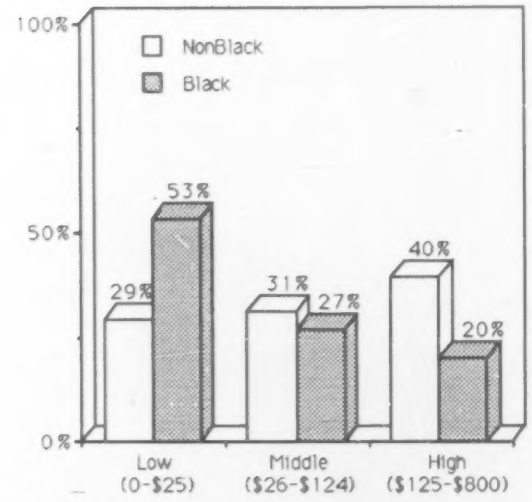

Figure A-15. Amount of Money Student-Athletes in Other Sports Report Having After Expenses Each Month

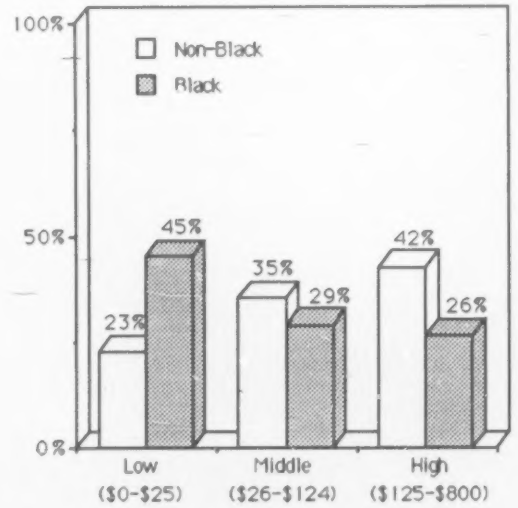

Figure A-16. Amount of Money Extracurricular Students Report Having After Expenses Each Month

Table A-1.
Perceived Psychological and Emotional Well-Being of Black Student-Athletes in Other Sports at Three Types of Institutions: Predominately White Institutions with Less than 4% Black Enrollment (PW1), Predominately White Institutions with More than 4% Black Enrollment (PW2), and Predominately Black Institutions (PB)

	Percent with at least six experiences since enrolling			Effect coefficients (correlations)		
	PW1	PW2	PB	(1) vs. (2) r	(1) vs. (3) r	(2) vs. (3) r
A sense you are different from other students	60	70	47	.12	.20	.31*
Racial isolation	23	30	10	.10	.24	.35*
A feeling that you lack control over your life	36	42	28	.05	.20	.16
Racial discrimination	11	21	9	.13	.14	.26*
Isolation from other students	26	26	18	.03	.17	.14

* Statistically significant

Table A-2.
Perceived Psychological and Emotional Well-Being of Black Extracurricular Students at Three Types of Institutions: Predominately White Institutions with Less than 4% Black Enrollment (PW1), Predominately White Institutions with More than 4% Black Enrollmen' (PW2), and Predominately Black Institutions (PB)

	Percent with at least six experiences since enrolling			Effect coefficients (correlations)		
	PW1	PW2	PB	(1) vs. (2) r	(1) vs. (3) r	(2) vs. (3) r
A sense you are different from other students	67	71	55	.07	.19	.24*
Racial isolation	51	39	9	.09	.48*	.34*
A feeling that you lack control over you life	45	49	35	.03	.13	.15
Racial discrimination	35	28	4	.06	.52*	.41*
Isolation from other students	22	20	14	.03	.21	.17

* Statistically significant

Table A-3.
Psychological Scale Scores of Black Student-Athletes in Other Sports at Three Types of Institutions: Predominately White Institutions with Less than 4% Black Enrollment (PW1), Predominately White Institutions with More than 4% Black Enrollment (PW2), and Predominately Black Institutions (PB)

	Mean psychological scale composite score			Effect coefficients (correlations)		
	PW1	PW2	PB	(1) vs. (2)	(1) vs. (3)	(2) vs. (3)
				r	r	r
STAI: Trait anxiety composite	24	30	31	.14	.18	.01
Rosenberg: Self-esteem composite	31	28	27	.21	.24	.01
CES-D: Depression composite	8	11	11	.16	.13	.05

Table A-4.
Psychological Scale Scores of Black Extracurricular Students at Three Types of Institutions: Predominately White Institutions with Less Than 4% Black Enrollment (PW1), Predominately White Institutions with More Than 4% Black Enrollment (PW2), and Predominately Black Institutions (PB)

	Mean psychological scale composite score			Effect coefficients (correlations)		
	PW1	PW2	PB	(1) vs. (2)	(1) vs. (3)	(1) vs. (4)
				r	r	r
STAI: Trait anxiety composite	23	23	36	.02	.31*	.28*
Rosenberg: Self-esteem composite	31	31	25	.02	.36*	.28*
CES-D: Depression composite	8	9	16	.06	.36*	.26*

* Statistically significant

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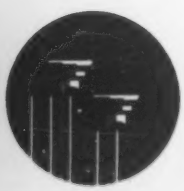
Studies of Intercollegiate Athletics

Report No. 4: Women in Intercollegiate Athletics at NCAA Division I Institutions

July 1989



American Institutes for Research
Washington, DC • Palo Alto, CA • Bedford, MA • Watertown, MA

Center for the Study of Athletics • Palo Alto, CA

Studies of Intercollegiate Athletics

Report No. 4: Women in Intercollegiate Athletics at NCAA Division I Institutions

July 1989

Center for the Study of Athletics
American Institutes for Research
Palo Alto, California

Preface

This is the fourth in a series of reports describing results from the 1987-88 National Study of Intercollegiate Athletes conducted by the American Institutes for Research (AIR) for the Presidents Commission of the National Collegiate Athletic Association (NCAA). This report presents information about women students who participate in intercollegiate athletics.

Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes* (November 1988) describes the general findings from the national study but does not present comparisons or analyze results separately by gender or race. Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes* (November 1988) presents a full account of the methodology that was used to collect and analyze the data for the national study. Those two reports provide a good background for approaching this report, but are not essential for understanding the findings described here. Report No. 3: *The Experiences of Black Intercollegiate Athletes at NCAA Division I Institutions* focuses on student-athletes who are Black.

The first section of this report is an Executive Summary which gives a brief overview of the national study and highlights the findings about women student-athletes. The remainder of the report is divided into five chapters. Chapter 1 describes why the national study was done, what topics are described in this report, and what comparisons are made. The descriptions will help in understanding the analyses in this report. Chapter 2 describes the aspirations, influences, and social opportunities of women student-athletes at colleges and universities that are Division I members of the NCAA. Chapter 3 describes the academic background and performance of women student-athletes, along with the demands imposed upon their time by intercollegiate athletics. Chapter 4 describes the health status and progress toward personal goals that women student-athletes are making. Chapter 5 presents some background information about the general methodology of the national study and additional methodological steps that were taken for the analyses in this report.

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Report No. 4: Women in Intercollegiate Athletics at NCAA Division I Institutions

Executive Summary

July 1989

This report, the fourth in a series describing results from the 1987-88 National Study of Intercollegiate Athletes, focuses on the experiences of intercollegiate athletes who are women. The study was conducted by the American Institutes for Research (AIR) for the Presidents Commission of the National Collegiate Athletic Association (NCAA). The study was designed to answer four broad sets of questions posed by the Presidents Commission as part of its national forum on the proper role of intercollegiate athletics within higher education.

The data from the 1987-88 National Study of Intercollegiate Athletes presented in this report describe the circumstances of women student-athletes on a national basis and represent the full range of student-athlete experiences and institutional characteristics in Division I of the NCAA. The topics that are presented in this report were selected to present a full and fair picture of the athletic and educational experiences of women student-athletes, from their recruitment experiences and time spent in sports to their academic performance and opportunities for personal growth. The data provide a status report on the intensity of the athletic experience for women student-athletes.

The primary comparisons in this report are between four groups of students at Division I institutions:

1. Women students who participate in intercollegiate basketball at the Division I level
2. Men students who participate in intercollegiate basketball at the Division I level
3. Women students who receive athletic grants for participation in sports other than basketball at the Division I level
4. Women students who participate extensively in extracurricular activities other than intercollegiate athletics

In making these comparisons, we control for institutional effects such as differential admissions standards among institutions and for differences due to race or ethnicity. All differences that are reported are unaffected by these factors. Most of the descriptions and

comparisons that follow are based on what students reported in written questionnaires. Comparisons of scores on college entrance examinations are based on transcripts and institutional reports, and comparison of college grade-point averages are based on transcripts.

Aspirations, Influences, and Social Opportunities

Women basketball players and women with athletic grants in other sports come to college placing great importance on earning a college degree, and many are planning to attend graduate or professional schools. Relatively few of these women student-athletes plan on careers in professional sports or in coaching. Most women basketball players and women with grants in other sports are recruited out of high school. As many women as men basketball players receive full athletic grants. Women basketball players report they have less money each month for personal use than do women with grants in other sports or women extracurricular students.

Family members and high school coaches and teachers are prominent influences on the education and career plans of women basketball players and women with grants in other sports. Many women student-athletes rate their coaches as doing an excellent job in areas outside athletics. In college, women basketball players and women with grants in other sports are less likely than women in extracurricular activities to belong to campus clubs. Women basketball players say it is harder for them because they are athletes to get to know other students and to get dates.

Key findings:

- 92% of women basketball players, 86% of men basketball players, 88% of women with grants in other sports, and 80% of women extracurricular students say they feel that earning a college degree is of greatest importance
- 32% of women basketball players, 15% of men basketball players, 34% of women with grants in other sports, and 39% of women extracurricular students say they will almost certainly go to graduate or professional school
- 17% of women basketball players, 19% of men basketball players, 23% of women with grants in other sports, and 30% of women extracurricular students say they expect jobs at age 40 that are rated among the top quarter in the range of socioeconomic status found in the national study
- 9% of women basketball players, 24% of men basketball players, and 8% of women with grants in other sports say they expect careers in professional athletics

- 10% of women basketball players, 7% of men basketball players, and 5% of women with grants in other sports say they expect to be coaches at age 40
- 26% of women basketball players, 49% of men basketball players, and 5% of women with grants in other sports say they were recruited out of high school by 15 or more colleges and universities
- 62% of women basketball players and 65% of men basketball players report they currently receive full athletic grants
- 66% of women basketball players, 80% of men basketball players, 60% of women with grants in other sports, and 51% of women extracurricular students say their family was of the greatest importance in influencing their education and career plans
- 25% of women basketball players, 26% of men basketball players, and 33% of women with grants in other sports say their coaches are doing an excellent job of helping in areas outside sport; 26% of women extracurricular students say their activity directors are doing an excellent job of helping in areas outside extracurricular activities
- Women student-athletes rate women and men coaches about equally in how well they are helping in areas outside sports
- 18% of women basketball players, 10% of men basketball players, and 18% of women with grants in other sports report themselves totally satisfied with their athletic performance; 48% of women extracurricular students report themselves totally satisfied with their performance in extracurricular activities
- 21% of women basketball players, 22% of men basketball players, and 29% of women with grants in other sports report themselves totally satisfied with the way their coaches have helped them develop as athletes; 32% of women extracurricular students report themselves totally satisfied with the way their activity directors have helped them develop as participants in extracurricular activities
- Women student-athletes with women coaches are about equally as satisfied with their athletic performance as are those with men coaches
- Women basketball players report they have an average of $68 each month for personal use, men basketball players report an average of $72, women with grants in other sports report an average of $86, and women extracurricular students report an average of $123

- 7% of women basketball players, 6% of men basketball players, 17% of women with grants in other sports, and 26% of women extracurricular students say they belong to an interest or hobby club

- 23% of women basketball players, 5% of men basketball players, 18% of women with grants in other sports, and 7% of women extracurricular students say it is harder or much harder for them to get to know other students

- 22% of women basketball players, 2% of men basketball players, 25% of women with grants in other sports, and 13% of women extracurricular students say it is harder for them to get dates

Academic Performance and Athletic Demands

As measured by the ACT and SAT, women basketball players come to college as well-prepared for college-level work as men basketball players but not as well-prepared as women extracurricular students. At college, the largest percentage of women student-athletes are planning to earn their degrees in business; professional occupations, social sciences, and education are also popular.

Women basketball players spend as much time in their sport as do men basketball players during the season, but they spend more time than the men in preparing for and attending class. They spend less time than men in social activities and relaxing alone. Women basketball players miss as many classes per week during the season as do men basketball players. The patterns of time investments for women and men student-athletes out of season are similar to the in-season patterns. Women basketball players have somewhat higher cumulative GPAs in college than do men basketball players. Most women student-athletes are more satisfied than dissatisfied with their academic performance.

Key findings:

- Women basketball players average 845 on the SAT, men basketball players average 841, women with grants in other sports average 882, and women extracurricular students average 973; the national average is about 900

- 78% of women basketball players, 55% of men basketball players, 78% of women with grants in other sports, and 81% of women extracurricular students report GPAs in high school of B or better

- 22% of women basketball players, 39% of men basketball players, 23% of women with grants in other sports, and 23% of women extracurricular students say they expect their degrees in business

- 8% of women basketball players, 7% of men basketball players, and 8% of women with grants in other sports say they expect their degrees in physical education
- During the season, women basketball players say they spend an average of 26 hours per week in their sport, men basketball players say they spend an average of 26 hours per week, women with grants in other sports say they spend an average of 25 hours per week, and women extracurricular students say they spend an average of 22 hours per week in their extracurricular activities
- 43% of women basketball players, 48% of men basketball players, 36% of women with grants in other sports, and 27% of extracurricular students say they spend more than 25 hours per week in their sports or extracurricular activities during the season
- Women basketball players say they miss about three classes per week on the average during the season, men basketball players also say they miss about three, women with grants in other sports say they miss about two, and women extracurricular students say they miss about one
- Out of season, women basketball players say they spend an average of 14 hours per week in their sport, men basketball players say they spend an average of 16 hours per week, women with grants in other sports say they spend an average of 14 hours per week, and women extracurricular students say they spend an average of 12 hours per week in their extracurricular activities
- 23% of women basketball players, 28% of men basketball players, and 15% of women with grants in other sports say it is harder for them to get the grades they are capable of getting because they are athletes; 12% of women extracurricular students say it is harder for them to get the grades they are capable of getting because they are extracurricular students
- 23% of women basketball players, 25% of men basketball players, 19% of women with grants in other sports, and 21% of women extracurricular students attend special college courses to review basic skills
- Women basketball players have cumulative GPAs in college of 2.64 on the average, men basketball players average 2.44, women with grants in other sports average 2.67, and women extracurricular students average 2.83
- 69% of women basketball players, 66% of men basketball players, 76% of women

with grants in other sports, and 76% of women extracurricular students say they are satisfied with their overall academic performance

Health and Personal Development

The majority of women student-athletes describe their overall health as good or excellent and credit their participation in intercollegiate athletics with helping them stay in shape and get medical care if needed. Women basketball players report having experienced feelings of isolation and lack of control over their lives more often than women in extracurricular activities. Women basketball players say they have experienced mental abuse more frequently than women with grants in other sports or women extracurricular students. They also say they have experienced physical abuse more frequently than women extracurricular students. Women student-athletes and women extracurricular students do not differ in their reports of sexual discrimination. Compared to women extracurricular students, women basketball players say it is not as easy for them to make their own decisions and speak their minds. They also say it is harder for them to take on leadership responsibilities and to develop personal skills.

Key findings:

- 52% of women basketball players, 53% of men basketball players, 51% of women with grants in other sports, and 53% of women extracurricular students say they are bothered or greatly bothered by extreme tiredness or exhaustion
- Women basketball players say that, during the academic year, they miss about three days of classes on average due to illness, men basketball players say they miss about six days, women with grants in other sports say they miss about four days, and women extracurricular students say they miss about five days
- 34% of women basketball players, 26% of men basketball players, 34% of women with grants in other sports, and 9% of women in extracurricular activities say they experience pressure to ignore injuries
- Women student-athletes with women coaches are as likely to report pressures to ignore injuries as are women with men coaches
- 7% of women basketball players and 14% of men basketball players say it is harder for them to avoid drugs because they are athletes
- 14% of women basketball players and 18% of men basketball players say it is harder for them to avoid alcohol because they are athletes
- 64% of women basketball players, 67% of men basketball players, 56% of women

with grants in other sports, and 57% of women extracurricular students say they occasionally feel different from other students

- 22% of women basketball players, 20% of men basketball players, 17% of women with grants in other sports, and 18% of women extracurricular students say they occasionally feel isolated from other students
- 28% of women basketball players, 25% of men basketball players, 14% of women with grants in other sports, and 15% of women extracurricular students report at least six experiences of mental abuse since enrolling in college
- 6% of women basketball players, 7% of men basketball players, 3% of women with grants in other sports, and 2% of women extracurricular students report at least six experiences of physical abuse since enrolling in college
- 13% of women basketball players, 8% of women with grants in other sports, and 7% of women extracurricular students report at least six experiences of sexual discrimination since enrolling in college
- 31% of women basketball players, 31% of men basketball players, 32% of women with grants in other sports, and 52% of women extracurricular students say is is easier or much easier for them to make their own decisions
- 65% of women basketball players, 69% of men basketball players, 69% of women with grants in other sports, and 84% of women extracurricular students say it is easier or much easier for them to take on leadership responsibility

1. Introduction

The data on women student-athletes from the 1987-88 National Study of Intercollegiate Athletes should inform many persons in higher education—from college administrators and teachers to athletics directors and coaches. For prospective women student-athletes, their families, and their communities, we hope these data will clarify many of the demands associated with the roles of student and athlete on today's college campuses.

In this chapter, we describe why the national study was conducted and how we selected topics for this report. The final section of this chapter describes the comparisons made in this report and how to interpret the figures and tables.

Impetus for the Study

On June 3, 1987, the Presidents Commission of the National Collegiate Athletic Association (NCAA) mailed to the NCAA members a policy paper titled *Agenda for Reform*. The paper provided the rationale for an 18-month national forum on the proper role of intercollegiate athletics within higher education. To support the forum, the Presidents Commission sponsored a study of intercollegiate athletics to identify the effects of participation in intercollegiate athletics on student-athletes. The American Institutes for Research (AIR) was contracted to conduct the study, beginning in November 1987. This report is the fourth in a series produced by the national study. Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes* (November 1988) describes the general findings from the national study but does not present comparisons or analyze results separately by gender or race. Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes* (November 1988) describes in detail the methods that were used to collect and analyze the data. Report No. 3: *The Experiences of Black Intercollegiate Athletes at NCAA Division I Institutions* (March 1989) focuses on the effects of participation in intercollegiate athletics on student-athletes who are Black.

In the *Agenda for Reform*, the Presidents Commission listed eight broad sets of questions to be addressed during the national forum. The national study was designed to focus on the first four sets of these questions:

1. How do the experiences of college or university life of student-athletes compare with those of other students who devote a great deal of time to a particular extracurricular activity?
2. How do the experiences of student-athletes differ depending upon whether one is a participant in big-time sports or in sports that are not given a heavy emphasis?
3. How do the experiences of student-athletes compare with those of other students

in terms of courses taken, classes attended, time spent on or off campus, and tutoring received? How do student-athletes feel about and evaluate their experiences? Do they see themselves as beneficiaries of fine programs, or as exploited? How do they personally experience the balance between athletics and academics in their daily lives?

4. How are student-athletes recruited? How do recruitment activities differ depending upon the intensity of the athletic program? What are the differences in test scores and grade-point averages between athletes and other students? How do recruited students personally experience the process of choice of college and university and the role of athletic recruitment in that process?

In this fourth report, we focus on the special circumstances of women student-athletes at NCAA Division I colleges and universities.

Selection of Topics for this Report

The data from the 1987-88 National Study of Intercollegiate Athletes presented in this report describe the circumstances of women student-athletes on a national basis and represent the full range of student-athlete experiences and institutional characteristics in Division I of the NCAA. The topics that are presented in this report were selected to present a full and fair picture of the athletic and educational experiences of women student-athletes, from their recruitment experiences and time spent in sports to their academic performance and opportunities for personal growth. The data provide a status report on the intensity of the athletic experience for women and on their ability to maintain a focus on educational goals.

The sampling design for the national study resulted in 42 selections from the 291 institutions in Division I. The 42 were chosen from among the conference structure and groups of independents in Divisions I-A, I-AA, and I-AAA, and included three predominately Black institutions. Comparisons of the 42 to the remaining 249 Division I institutions reveal no significant differences between the sample and the population in institutional characteristics, the student body, or involvement in intercollegiate athletics (see Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes*). The sample is representative and allows us to generalize to all Division I institutions.

The topics addressed in Chapter 2 of this report are the aspirations, influences, and social opportunities of women student-athletes across all Division I institutions, as generalized from the sample. We look at some of the reasons women participate in intercollegiate athletics, what their plans are for athletics following graduation from college, and how families and coaches influence those plans. In Chapter 3, we look at the athletic requirements and academic performance of women in intercollegiate athletics to see how well they

are meeting the competing demands of sports and coursework. In Chapter 4, we look at the health and personal development of women who compete in intercollegiate athletics.

Investments in intercollegiate athletics programs often are accompanied by pressures to win. These pressures may in some cases challenge even the best of educational programs. Women student-athletes are faced with a dilemma—of wanting the full support of their institutions while not necessarily wanting the types of institutional pressures to perform that detract from their educational experiences. In this report, we begin to shed light on these topics.

We are unable to address directly issues relating to the financial support of women's athletics programs because this study was not designed to collect financial data from the sampled institutions. We do compare perceived access to educational resources for men and women student-athletes in an effort to assess whether these resources are being equitably distributed.

Comparisons in This Report

The primary comparisons in this report are between four groups of students at Division I institutions:

1. Women students who participate in intercollegiate basketball at the Division I level
2. Men students who participate in intercollegiate basketball at the Division I level
3. Women students who receive athletic grants for participation in sports other than basketball at the Division I level
4. Women students who participate extensively in extracurricular activities other than intercollegiate athletics

In making these comparisons, we control for institutional effects (e.g., differential admissions standards among institutions) and for differences due to race or ethnicity. All differences that are reported are thus unaffected by these factors. On occasion, we refer to women in sports other than basketball without specifying that these women receive athletic grants. As noted above, the third principal comparison group is always women students who receive athletic grants for participation in other sports at the Division I level. Women in other sports who do not receive grants are not described in this report. Their numbers in the sample drawn for the 1987-88 National Study of Intercollegiate Athletes were too small to allow direct comparisons to be made with women basketball players.

Throughout this report, our primary focus is on women basketball players and all comparisons are made to this group. Occasionally, we refer to results of comparisons

between women student-athletes coached by women and women student-athletes coached by men. In these cases, our comparisons control for the types of sports categories involved (i.e., basketball versus other sports).

We include figures and tables in the body of this report to present findings. The figures are bar charts that show similarities or differences among groups. The tables in this report show data for the principal groups being compared, plus measures of the strength of association between group and dependent variables (effect coefficients reported as correlations, or *r*-values). Differences between groups that are statistically significant at the .05 level (two-tailed) as measured by weighted Student's *t*-tests are marked in the tables. The *t*-values themselves are not reported. Whenever we found evidence of skewness in the distribution of values for a variable, we normalized the distribution prior to computing *t*-tests.

It is important to point out that the *r*-values and the indications of statistical significance shown on the tables are based on the mean values for item distributions. For this reason, the tables and figures which generally focus on one or the other tail of a distribution for purposes of reporting (e.g., percentages reporting "totally satisfied" or "greatest importance") may not always fully capture the extent of similarities or differences between groups.

Most of the descriptions and comparisons that follow are based on what students reported in written questionnaires. Comparisons of scores on college entrance examinations are based on transcripts and institutional reports, and comparisons of college grade-point averages are based on transcripts.

Figure 1 and Table 1 show the women student-athletes that are described in this report. Figure 1 shows the percentages of women student-athletes in basketball and in other sports at Division I who are coached by women and by men. Table 1 shows the percentage distribution by sport of the women student-athletes in Division I whose experiences are the subject of this report.

Table 1.
Division I Women Student-Athletes Covered in This Report, by Sport

Percent									
Basketball	Swimming	Volleyball	Track	Softball	Tennis	Field Hocker	Soccer	Gymnastics	Other *
23%	16%	13%	11%	7%	7%	5%	5%	5%	9%

* Five sports with less than 4% Division I representation

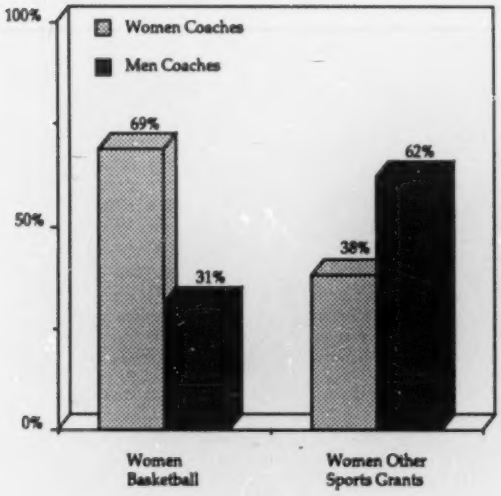

Figure 1. Women Student-Athletes in basketball and Other Sports at Division I Institutions with Women and Men Coaches

2. Aspirations, Influences, and Social Opportunities

Overview

Women basketball players and grant recipients in other sports come to college placing great importance on earning a college degree, and many are planning to attend graduate or professional schools after their graduation. Relatively few of these women student-athletes plan on professional careers in sports or in coaching.

Most women basketball players and other sports participants are recruited out of high school, but they are not sought after to the degree that men basketball players are. At college, about as many women basketball players as men basketball players receive full grants covering the costs of tuition, books, and other education-related expenses. Perhaps because of these grants, women basketball players are more likely than women in other sports to say they would not have attended a four-year college if they had not been recruited.

Family members and high school coaches and teachers are prominent influences on the education and career plans of women basketball players and other sports participants with grants. College coaches and athletic advisors play an important role in influencing the plans of women basketball players, and for these student-athletes, it is especially important that college coaches encourage good performance in classes.

Many more women student-athletes rate their coaches as doing an excellent job in areas outside athletics (e.g., listening to personal problems of players) than rate their coaches as performing these tasks terribly, and in their ratings, these women student-athletes are not different from women extracurricular students. Women basketball players do say they are less satisfied than are extracurricular students with the ways their coaches (or activity directors) have helped them develop as athletes (or as extracurricular students), however. We find no differences among women student-athletes in their reported satisfaction with coaches or satisfaction with sports participation as a function of the genders of their coaches.

Women basketball players and other sports participants with grants generally are less likely than extracurricular women to belong to campus clubs, and women basketball players are less likely than other women student-athletes or women extracurricular students to belong to social sororities. Women basketball players report they have less money for personal use each month than do women grant holders in other sports or women extracurricular students. Women basketball players also say it is harder for them because they are athletes to get to know other students and to get dates.

Aspirations

Education and career goals

Women student-athletes evidence strong aspirations for earning a college degree and continuing on to graduate or professional schools. In Figure 2, for example, we see that women basketball players are more likely than women in extracurricular activities to say that earning a college degree is of the greatest importance. Ninety-two percent of the women basketball players in Division I institutions say that they feel earning a college degree is of the greatest importance. In Figure 3, we see that women basketball players are more than twice as likely as their male counterparts to say they almost certainly will go on to graduate or professional schools (32% versus 15%). In this aspiration, women basketball players are not different from women student-athletes with grants in other sports (34%), and they are not reliably different from women extracurricular students (39%). (See the Technical Note at the end of this report for a description of the meaning of the terms "not different" and "not reliably different.")

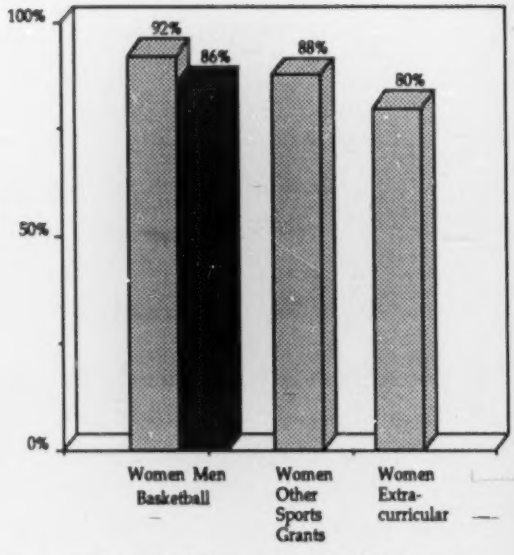

Figure 2. Students Reporting That They Place Greatest Importance on Getting a Degree at the Present Time

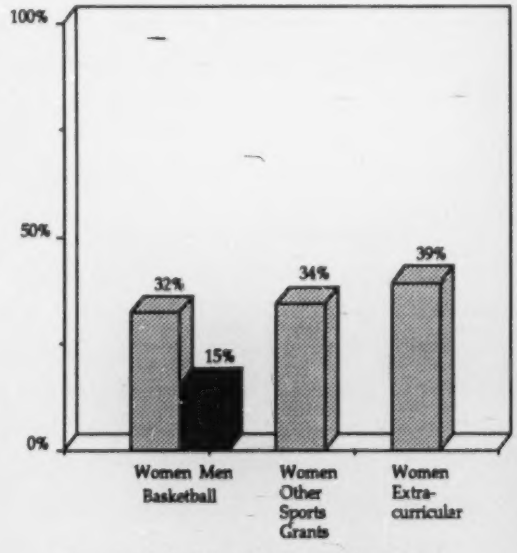

Figure 3. Students Reporting That They Will Almost Certainly Go to Graduate/Professional School

Figure 4 shows that 17% of the women basketball players say they expect jobs at age 40 that are rated among the top quarter in terms of the distribution of socioeconomic status found in the 1987-88 National Study of Intercollegiate Athletes (e.g., engineers, physicians, architects, computer systems analysts). This compares to 19% of men basketball players, 23% of women participants in other sports, and 30% of women extracurricular students. [Status is measured by a male-based socioeconomic index (MSEI) developed for analysis of 1980 U.S. Census data.] These data indicate that women basketball players are less likely to hold expectations for jobs with high socioeconomic status than are women extracurricular students, and they are not reliably different from women in other sports in holding these expectations. Women and men basketball players, however, do have about the same level of expectation for these types of jobs at age 40.

Careers in professional athletics. In Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes*, we showed that approximately 22% of all Division I football and basketball players and 33% of other sports participants with athletic grants in Division I said they expected careers in professional sports. (These estimates were based on analyses that excluded freshmen and controlled for the effects of institution, race and ethnicity, and gender.) In Figure 5, we see that many fewer women student-athletes, sophomores through seniors, say they expect careers in professional athletics. Nine percent of women basketball players and 8% of women with grants in other sports say they have this expectation. For a comparison, about 24% of men basketball players say they expect professional athletics careers, a difference from women basketball players that is significant statistically. Further, about 33% of men with grants in other sports say they expect careers in professional athletics, a difference from women with grants in other sports that is significant statistically.

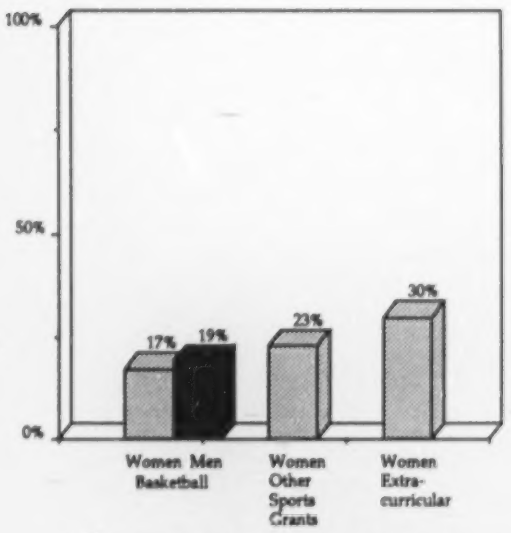

Figure 4. Students Who Say They Expect Jobs at Age 40 with Male Socioeconomic Index Ratings of 73 or Higher, the Upper 25% of the Distribution

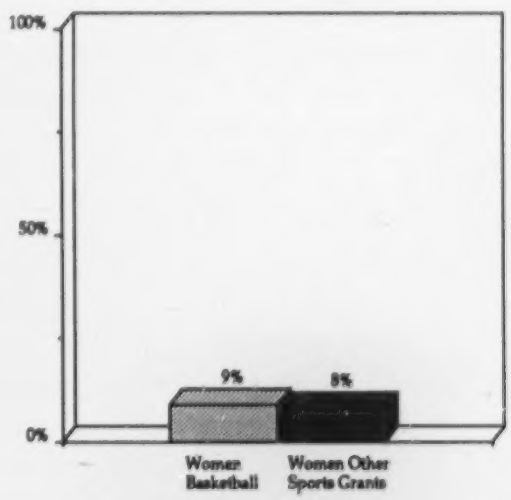

Figure 5. Sophomore, Junior, and Senior Students Who Say They Expect to Become Professional Athletes

Careers in coaching. Differences in expectations of a career in professional sports are undoubtedly related to the fewer number of career opportunities for women in professional sports (e.g., women's sports has no analogue of the National Basketball Association). In contrast, coaching amateur sports at the secondary or postsecondary levels would seem to provide an avenue for women student-athletes to continue involvement with sports. We have seen, for example, that almost 70% of the coaches of women's basketball at Division I institutions are women. At the workshop that was held at the outset of the national study, however, we heard the concerns of many advocates of women in sport that fewer young women in athletics were expressing interest in coaching as a career.

To investigate further, we looked specifically at women student-athletes who stated that at the time of our survey, coaching was their expected career at age 40. In Figure 6, we see that 10% of women basketball players and 5% of women in other sports with grants say they expect to be coaches at age 40. For comparison, about 7% of men basketball players say they expect to be coaches at age 40. At the time of their enrollment in college, slightly fewer women in either sports category reported that they expected a coaching career—about 1% fewer women in basketball and about 2% fewer women in other sports. These estimates at enrollment are based on students' recall and should be viewed with some caution.

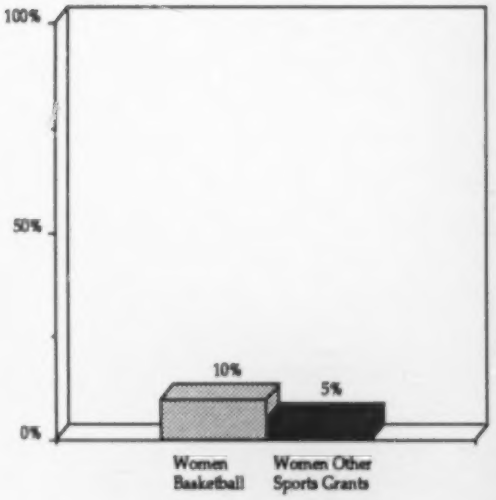

Figure 6. Sophomore, Junior, and Senior Students Who Say They Expect Coaching Jobs at Age 40

Life goals

In Table 2, we present comparisons of students' ratings of 12 life goals, ranging from career success to raising children to living a long life. The first four columns of the table show the percentages of each of four groups of students who reported that various future

Table 2.
Students Reporting on Their Future Goals

Thinking about the future, how important is each of the following to you:	Percent responding "Greatest Importance" (1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Happiness	93	89	93	88	.06	.02	.08
Health	87	87	87	70	.01	.02	.23 *
A good marriage	74	80	75	69	.07	.02	.04
Career success	69	76	62	54	.07	.07	.15 *
A long life	64	61	53	45	.01	.13 *	.22 *
Job security	63	69	59	45	.03	.04	.22 *
Raising children	55	65	48	45	.12 *	.07	..08
Financial success	54	59	46	37	.08	.10	.20 *
Intellectual development	53	50	54	65	.05	.04	.11 *
Making new friends	52	48	48	43	.02	.04	.09
Religious or spiritual fulfillment	51	42	41	48	.10	.15 *	.06
Good retirement	47	55	39	32	.07	.08	.16 *

* Statistically significant

goals were "of greatest importance." The last three columns of the table show the results of tests of statistical significance and effect coefficients for comparisons of pairs of groups. Differences between group means that are statistically significant at the .05 level (two-tailed) as measured by weighted Student's *t*-tests are marked by asterisks. An asterisk indicates a difference in means that is unlikely to occur by chance alone. The higher the effect coefficients reported as *r*-values in the table, the less likely any observed difference is due to chance.

From this table, we see that women and men student-athletes are more similar to each other in their perspectives than they are to women in extracurricular activities. Women basketball players, for example, differ from women extracurricular students in the importance they place on health, career success, job security, financial success, living a long life, and intellectual development. In each of these cases, save for intellectual development, a greater percentage of women basketball players say the goal is of the greatest importance. In the case of intellectual development, 53% of the women basketball players rate this goal as being of the greatest importance as compared to 65% of women extracurricular students.

Women basketball players differ from men basketball players with respect to only one goal—raising children—with 65% of the men rating this as of the greatest importance as compared to 55% of the women. Women with grants in other sports are quite similar to women basketball players in their ratings of the importance of raising children, and women extracurricular students are somewhat less likely than either of these other groups of women to rate this life goal as being of the greatest importance.

Women basketball players differ from women in other sports who currently receive athletic grants in their ratings of two life goals—religious or spiritual fulfillment and living a long life. For religious or spiritual fulfillment, women basketball players are somewhat more similar to women extracurricular students than they are to men basketball players. For living a long life, women basketball players are as likely as men basketball players to rate the goal as being of the greatest importance.

Influences

Influences on one's education, career, and life goals may come from several sources. Influences that have been shown in previous reports to strongly influence student-athletes generally are recruitment, relations with coaches and coaching staffs, and the family.

Recruitment

Women student-athletes, like their male counterparts, are recruited by Division I institutions for their athletic ability. In Figure 7, we see that 90% of women basketball players say they were recruited out of high school, as compared to 93% of men basketball players

and 81% of women grant holders in other sports. Figure 8, however, suggests that the extent to which Division I universities and colleges pursue women recruits is less than for men. In Figure 8, we see that 49% of men basketball players are recruited by 15 or more institutions, a much larger percentage than the 26% of women basketball players who report being recruited by 15 or more institutions. Both these percentages are far greater than the 5% of women grant holders in other sports who report being recruited by 15 or more Division I institutions. (For comparison, 17% of men grant holders in other sports say they were recruited by 15 or more institutions.)

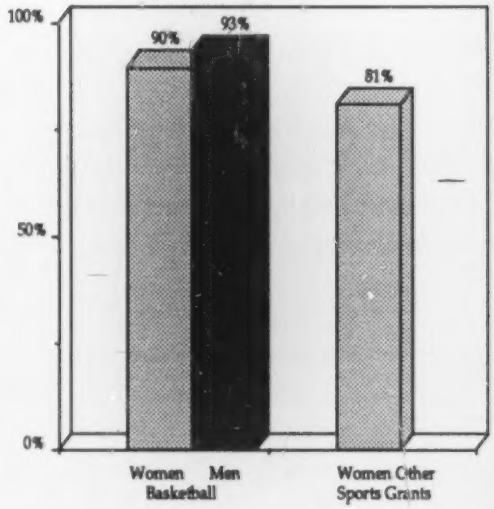

Figure 7. Students Reporting They Were Recruited Out of High School

Athletic grants. Many student-athletes receive grants for athletic performance. In Figure 9, we see that about the same percentages of women basketball players as men basketball players say they receive full athletic grants. Figure 9 also shows the percentage of women with grants in other sports who say that their grants cover the full costs of tuition, books and other education-related expenses. If we look at the total number of athletic grants (i.e., both full and partial grants) given to women versus men in other sports, we find that about 50% of the women in other sports receive athletic grants as compared to about 42% of the men in other sports. We do not know the amounts of these grants, however. We do know that there are larger numbers of men participants overall, because a greater number of men's sports are competed at Division I and because the squad lists for certain men's sports are longer than those for women's sports. The percentage of women with grants in other sports who have full grants is virtually the same as the percentage of men student-athletes with grants in sports other than football and basketball who have full grants (i.e., 27% of men with grants in other sports report that they have full athletic grants).

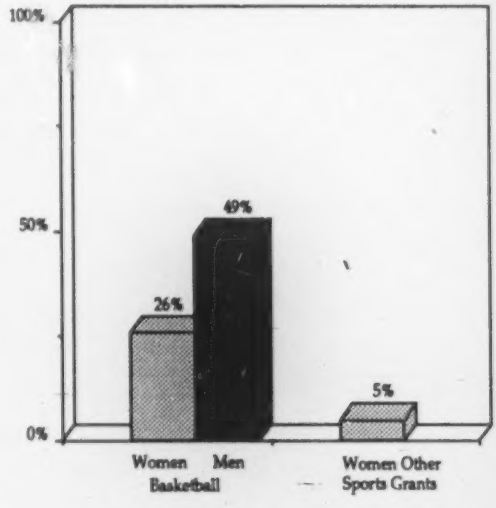

Figure 8. Students Reporting They Were Recruited By 15 or More Institutions

Recruitment and college attendance. What effects do recruitment and athletics grants have on education and career plans? We asked students whether they would have

attended a four-year college or university if they had not been recruited. Figure 10 summarizes the results for women and men basketball players and women with grants in other sports. We see that about 60% of women and men basketball players and women in other sports with grants say they would definitely have attended a four-year college if they had not been recruited. Although not shown in the figure, we found that more women basketball players than women in other sports say they would not have attended a four-year college if they had not been recruited—a clear difference between the two groups on this measure. Ten percent of women basketball players, 6% of men basketball players, and 2% of women with grants in other sports say they would definitely not have attended a four-year college if they had not been recruited. (This difference persists when we control for socio-economic status.) In general, considering only those women who were recruited out of high school, more women basketball players than other sports participants decided to attend four-year colleges because they were recruited.

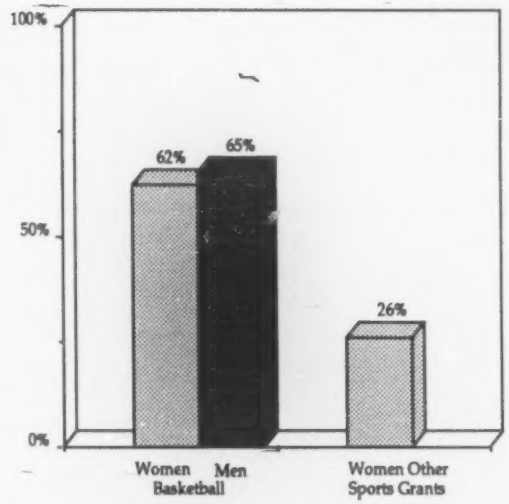

Figure 9. Students Reporting They Currently Receive Full Athletic Grants

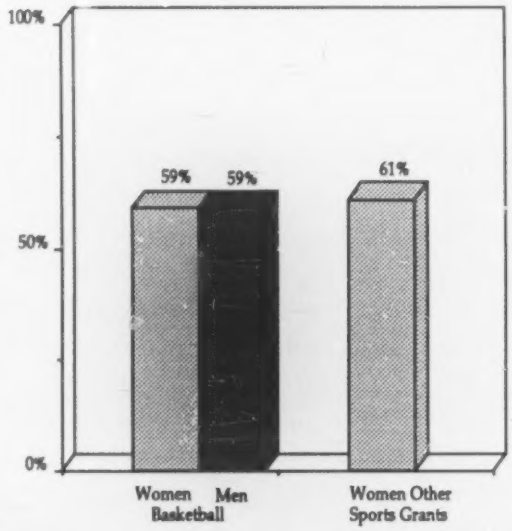

Figure 10. Students Reporting They Definitely Would Have Attended College If Not Recruited

Roles of family and others in shaping education and career plans

Table 3 summarizes students' descriptions of those influences on their education and career plans that they consider to be of the greatest importance. For all groups shown in the table, the family is the greatest source of influence (i.e., it is considered by the largest percentage in each group to be of the greatest importance as an influencing factor). Sixty-six percent of the women basketball players, 80% of the men basketball players, 60% of the women with grants in other sports, and 51% of the women extracurricular students say their family was of the greatest importance in influencing their education and career plans. For the three groups of student-athletes, high school coaches are regarded by the second-largest percentages (i.e., second only to the family) as important influences. For each of the four groups shown in the table, alumni are rated the lowest in influencing education and career plans.

Table 3.
Students Reporting on Who Influenced Their Education and Career Plans

	Percent responding "Greatest Importance"				Effect coefficients (correlations)		
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	(1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Family	66	80	60	51	.09	.10	.20 *
High school coaches	34	32	24	—	.02	.11 *	—
High school teachers	24	27	24	14	.03	.03	.13 *
College coaches/director of extracurricular activities	22	28	20	14	.06	.04	.22 *
Academic advisors	17	20	20	14	.06	.01	.09
Athletic advisors	16	14	13	—	.01	.17 *	—
College teachers	15	18	19	14	.01	.04	.06
Other friends	13	16	12	9	.03	.04	.07
Alumni of this school	4	10	5	3	.11	.01	.05

* Statistically significant

Twenty-two percent of women basketball players rate their college coaches as influences of the greatest importance on their education and career plans, a larger percentage than for women extracurricular students who regard the directors of their activities as influences of the greatest importance. There are no differences between women basketball players and the other two groups of student-athletes in their ratings of the influence of their college coaches. In fact, women basketball players are somewhat different from men basketball players in only two categories—in their ratings of the influence of family and of alumni. In all other respects with regard to influences on education and career plans, there are no differences between women and men basketball players.

Women basketball players differ from women grant holders in other sports in two respects, namely the greater reported influence of their high school coaches and their college athletic advisors. Thirty-four percent of women basketball players say their high school coaches were very important influences, as compared to 24% of the women in other sports, and 16% of these basketball players rate their athletic advisors very important as compared to 13% of the other sports participants.

Relations with college coaches and coaching staffs

What coaches should know or do and how well they are doing. We asked student-athletes and extracurricular students to rate the importance of various actions coaches might take in working with athletes. Table 4 summarizes these findings, showing that in every case, women basketball players rate the help of their coaches as more important than do women extracurricular students. Women basketball players place more emphasis on

Table 4.
Students Reporting on What Is Important for Coaches/Directors to Know or Do

Important for coaches/activity directors to know or do the following:	Percent responding "Greatest Importance" (1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Encourage good performance in courses	81	73	78	65	.13*	.04	.20*
Keep track of performance in courses	71	68	63	34	.06	.07	.44*
Know what campus life is like	49	40	43	60	.08	.01	.13*
Help with health problems	44	45	43	25	.03	.03	.29*
Listen to non-sport/non-activity problems	43	48	34	25	.04	.08	.23*

* Statistically significant

their coaches encouraging good performance in classes than do men basketball players. In all other respects, however, women basketball players are not reliably different from men basketball players or women in other sports with grants.

In Figure 11, we see the percentages of student-athletes and extracurricular students who say their coaches or activity directors are doing an excellent job in the various outside-sport areas of Table 4. The figure shows that 25% of women basketball players, 26% of men basketball players, and 33% of women with grants in other sports regard their coaches as doing an excellent job; 26% of women extra-curricular students regard the directors of their extracurricular activities as doing an excellent job. Although not shown in the figure, 20% of the women basketball players, 16% of men basketball players, and 19% of the women with grants in other sports say their coaches are doing a poor or terrible job; 20% of women extracurricular students say their directors are doing a poor or terrible job. Fifty-four percent of women basketball players, 58% of men basketball players, and 49% of women with grants in other sports say their coaches are doing fairly well; 54% of women extracurricular students say their directors are doing

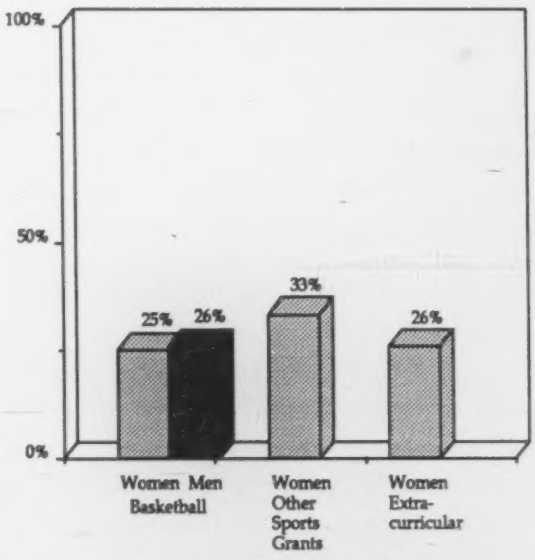

Figure 11. Students Reporting Their Coaches/Directors Doing an Excellent Job Helping with Coursework and Personal Problems

fairly well. Considering the means of the ratings provided by these four groups, we find no differences in the summary evaluations of their coaches provided by women basketball players, men basketball players, women with grants in other sports, and women extracurricular students.

We also examined whether there might be differences in ratings of coaches among women basketball players and women with grants in other sports as a function of the genders of their coaches. We combined these women student-athletes into a single group, divided them into two new groups based on the genders of their coaches, and ran a *t*-test of the difference in mean ratings of these two new groups controlling for sport (i.e., basketball versus other sports) and for race and ethnicity. We find no differences in the mean ratings of coaches by these women student-athletes as a function of the genders of their coaches. Women student-athletes rate women and men coaches about equally in how well they are helping in areas outside sports.

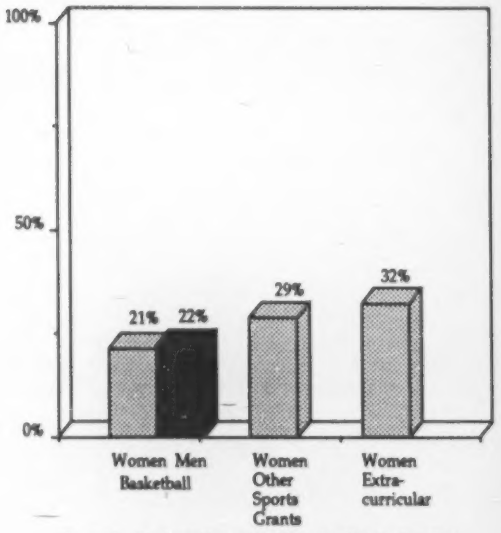

Figure 12. Students Reporting They Are Totally Satisfied with the Way Their Coaches/Activity Directors Have Helped Them Develop

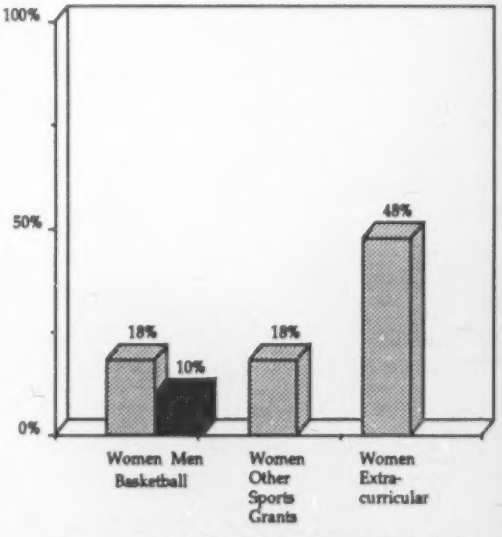

Figure 13. Students Reporting They Are Totally Satisfied with Their Athletic/Activity Performance

Satisfaction with coaches and athletic performance. In Figure 12, we see the percentages reporting themselves totally satisfied with the way their coaches or activity directors have helped them develop. Considering mean ratings, women basketball players do not differ from men basketball players in their ratings of their satisfaction with coaches. However, women basketball players are somewhat more likely than are women with grants in other sports to rate themselves as satisfied with their coaches' performance. Women basketball players do differ reliably from women extracurricular students, with more of the latter reporting themselves satisfied with the performance of their activity directors.

In Figure 13, we see another aspect of the influence coaches and activity directors may have on students' perceptions of their own skills. This figure shows the percentages reporting that they are totally satisfied with their athletic or extracurricular activity perform-

ance. Forty-eight percent of the women extracurricular students consider themselves to be totally satisfied with their performance, as compared to 18% of either women basketball players or other sports participants who currently hold athletic grants. Although not shown in the figure, 49% of women basketball players, 56% of men basketball players, 59% of women with grants in other sports, and 46% of women extracurricular students report themselves more satisfied than dissatisfied. Thirty-three percent of women basketball players, 34% of men basketball players, 22% of women with grants in other sports, and 7% of women extracurricular students report themselves as more dissatisfied than satisfied or as not satisfied at all. Considering the mean differences in these satisfaction ratings, we find that women basketball players are somewhat less satisfied with their performance than are the women grant holders in other sports.

We wondered whether the gender of a coach influenced one's reported satisfaction levels, either with the way coaches have helped develop athletic or extracurricular activity abilities or with athletic or extracurricular activity performance. To test for differences, we again combined women basketball players and other sports participants with grants and ran statistical tests controlling for sports category (e.g., basketball) and race. As in the earlier analysis, we find no differences in reported satisfaction levels as a function of the gender of one's coach.

Social Opportunities

Clubs and organizations

One way of meeting other students on campus and developing close personal relationships is to join student groups and participate in their activities. Table 5 shows the memberships of women basketball players, men basketball players, women with grants in

Table 5.
Students Reporting on Their Membership in Clubs and Organizations

On or off campus, do you belong to a (n):	Percent responding "Yes" (1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Religious club or fellowship	22	16	17	35	.06	.05	.14 *
Service organization	10	6	14	39	.07	.06	.34 *
Interest or hobby club	7	6	17	26	.02	.17 *	.27 *
Social fraternity or sorority	7	14	14	25	.12 *	.12 *	.25 *
Political group	1	2	3	15	.06	.09	.27 *

* Statistically significant

other sports, and women extracurricular students.

In Table 5, we see that women basketball players report far fewer memberships in clubs and organizations than do women extracurricular students. In part this is to be expected, given that for many extracurricular students their participation in clubs is key to their extracurricular pursuits. Women basketball players are, however, less likely than women grant recipients in other sports to belong to interest or hobby clubs. Women basketball players are also less likely than any of the other groups to belong to a social sorority (for men basketball players, a social fraternity). Seven percent of the women basketball players say they are members of a social sorority, as compared to 14% of women with grants in other sports, and 25% of the women extracurricular students. Fourteen percent of men basketball players say they are members of a social fraternity.

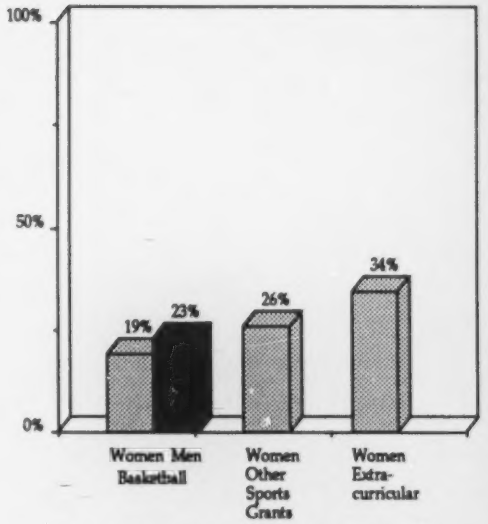

Figure 14. Students Reporting They Have $125 or More Each Month after Expenses for College

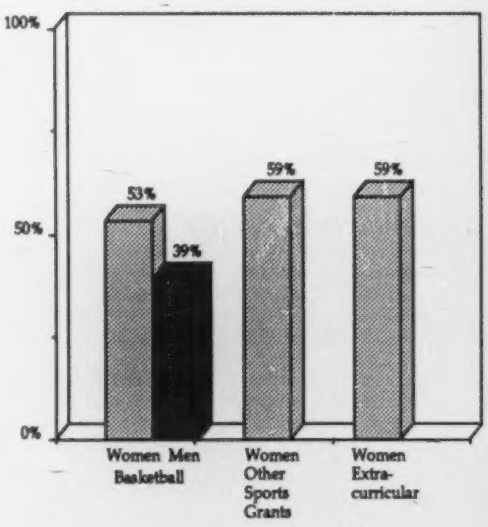

Figure 15. Students Who Say the Money They Have Each Month after Expenses for College Is Adequate

Money for personal use

On the average, women basketball players report they have about $68 each month for personal use, as compared to $72 for men basketball players, $86 for women grant holders in other sports, and $123 for women extracurricular students. Another perspective on the availability of personal monies is given by Figure 14, where we see the percentages of students reporting they have $125 or more each month after expenses for college (more than $125 is the upper range of the distribution of personal monies for the national sample). Approximately one-quarter of the women with grants in other sports and slightly more than one-third of women extracurricular students report having $125 or more each month for person use, as compared to just under one-fifth of the women basketball players.

In Figure 15, we see the attitudes of these students concerning the adequacy of the personal monies available to them. As shown in this figure, the principal differences are

between men basketball players and the three groups of women students. Women basketball players, for example, who reported having about the same amounts of money for personal use each month as did men basketball players, are more likely than men to say the amount of money they have each month for personal use is adequate (59% versus 39%). Because the socioeconomic status (SES) of one's family may influence these perceptions, we compared the SES of women basketball players, men basketball players, and women with grants in other sports and found there to be no mean differences in SES between men and women in basketball (controlling for the effects of school, race, and ethnicity). Further, women basketball players are not reliably different in SES from women with grants in other sports.

Meeting, dating, and confiding in other students

Table 6 summarizes the reports of women and men student-athletes and extracurricular students on their relationships with other students on campus. As shown on the table, women basketball players differ from some or all of the other groups on four dimensions—getting to know other students, getting dates, being liked for being yourself, and getting to know people of different races. For example, 23% of women basketball players say it is harder or much harder for them to get to know other students, as compared to 5% of men basketball players, 18% of women with grants in other sports, and 7% of women extracurricular students. (Women basketball players are not reliably different from other sports participants on this dimension.) In addition, 22% of women basketball players report it is harder or much harder for them to get dates, as compared to 2% of the men basketball players, 15% of the other sports participants, and 13% of the extracurricular students. (As

Table 6.
Students Reporting on Relationships with Other Students

Do you feel it is "Easier" or "Harder" for you as a college athlete/extracurricular student to:	Percent responding "Harder" or "Much Harder"				Effect coefficients (correlations)		
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	(1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Get to know other students	23	5	18	7	.34 *	.09	.40 *
Get dates	22	2	15	13	.46 *	.09	.18 *
Be liked by others for just being yourself	19	31	12	9	.15 *	.02	.17 *
Talk about personal problems with others	15	19	8	10	.06	.05	.10
Have close friends who will probably be friends forever	9	14	5	4	.11	.01	.03
Get to know people of different races	3	0	1	2	.13 *	.11 *	.10 *

* Statistically significant

before, women basketball players are not reliably different from other sports participants on this dimension.)

In Table 6, we note that for all the student groups presented, talking about personal problems with others is about equally as difficult, given one's status as a student-athlete or as an extracurricular student. Approximately 15% of women basketball players, for example, say it is harder or much harder for them to talk with others about personal problems because they are student-athletes.

In Table 7, we see who these students do regard as confidants. Almost all the students say they know people with whom they can talk about personal problems. Four percent of women basketball players, 8% of men basketball players, 2% of women with grants in other sports, and 5% of women extracurricular students say they do not know people with whom they can talk about personal problems. Friends and family are ranked at the top of the list of people with whom they can talk by all the student groups. Women basketball players differ from women extracurricular students by more frequently listing parents, siblings, and teammates as confidants. In this regard, they do not differ from men basketball players. Women basketball players are as likely as the other students to list coaches (or activity directors for extracurricular women) as confidants.

Table 7.
Students Reporting on Their Confidants

	Percent responding "Yes"						
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Do you know people with whom you can talk about your personal problems?	96	92	98	95	.09	.04	.02
Who are these people?							
Other friends	90	82	90	88	.07	.03	.01
Parents	87	85	83	79	.04	.08	.11*
Brothers/Sisters	77	72	77	62	.02	.02	.17*
Teammates/Activity-mates	76	68	69	65	.06	.09	12*
Other students (not involved in athletics or extracurricular activities)	69	64	72	56	.02	.02	.13*
Other student-athletes (other similar students)	48	42	43	56	.04	.06	.09
Coaches/Directors	44	50	46	39	.07	.01	.05
Academic advisors	23	28	25	24	.07	.02	.01

* Statistically significant

3. Academic Performance and Athletic Demands

Overview

Women basketball players come to college as well-prepared for college-level work as men basketball players but not as well-prepared as women extracurricular students, as measured by the Scholastic Aptitude Test (SAT) and the American College Testing (ACT) Assessment Program. At college, the largest percentage of women student-athletes are planning to earn their degrees in business, but professional occupations (e.g., architecture, home economics), social sciences, and education are also popular. Women student-athletes and extracurricular students show somewhat more interest than do men basketball players in the biological and physical sciences and in engineering, and women extracurricular students show greater interest in earning their degrees in the arts and humanities than any of the other groups. About the same numbers of the women student-athletes and men basketball players say expect to earn their degrees in physical education (8%).

Women basketball players spend as much time in their sport as men basketball players do during the season, but they spend more time than the men in attending class and in preparing for class. They spend less time than men in social activities and relaxing alone, and their decision to invest time in coursework seems to positively affect their academic performance. (The time women basketball players spend in class and in preparing for class is comparable to the time spent in these activities by women with grants in other sports and women extracurricular students.) Women basketball players miss as many classes per week during the season as men basketball players, however, and this is related to their perception that athletics detracts from their abilities to keep up with coursework and to get the grades they feel they are capable of getting.

Women basketball players find it easier to get the assistance of tutors than do either women with grants in other sports or women extracurricular students. In this respect, they are not different from men basketball players. Women basketball players also report greater assistance in managing their time than the other women, and they say it is easier for them to talk with academic counselors. In both these respects, they are not different from men basketball players.

Women basketball players have higher cumulative college grade-point averages (GPAs) than do men basketball players. The GPAs of these women are about the same as those for women with grants in other sports, however, and they are lower than those for women in extracurricular activities. Eighty-eight percent of women basketball players have GPAs of 2.00 (i.e., a C grade) or above, and 91% of women with grants in other sports have GPAs of 2.00 or above. In contrast, 79% of men basketball players have GPAs of 2.00

or above. Each of these groups of students seems to be more satisfied with the educational experiences being provided to them (e.g., the courses they are taking this term) than they are with their academic performance (e.g., their performance in the courses they are taking). However, most of the students seem more satisfied than dissatisfied with their academic performance.

Academic Preparation for College

Women basketball players have lower mean scores on the SAT than do women extracurricular students (845 versus 973), as is shown in Figure 16. Women basketball players score about the same as men basketball players on this test (845 versus 841), and they are not reliably different from women grant recipients in other sports (845 versus 882). For a comparison to women with grants in other sports, men with grants in other sports have a mean score of 902 on the SAT. The national average for the SAT composite score is about 900, and about two-thirds of all students who take the SAT score between 720 and 1080.

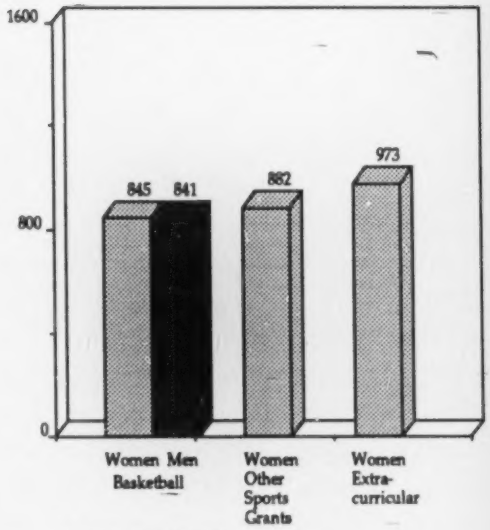

Figure 16. Mean SAT Composite Scores

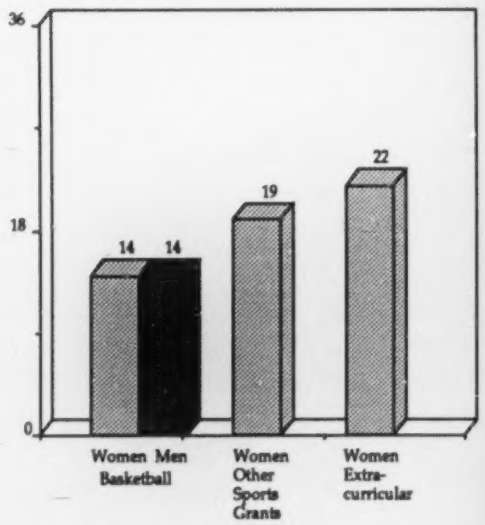

Figure 17. Mean ACT Composite Scores

NGAA Bylaw 14.3 [formerly Bylaw 5-1-(j)] requires standardized test scores of 700 on the SAT or 15 on the ACT to qualify fully as a freshman for athletic grants and varsity practice and competition. The freshmen and sophomore students in the 1987-88 national study were admitted under the rules of Bylaw 14.3. Of these freshmen and sophomores, approximately 21% of women basketball players and 11% of women grant recipients in other sports failed to meet the requirement of a 700 SAT score. (For a comparison, 12% of men basketball players and 8% of men with grants in other sports who were admitted after the enactment of Bylaw 14.3 failed to meet the requirement of a 700 SAT score.)

In Figure 17, we see the pattern of scores overall on the ACT, with women and men basketball players providing the lowest mean scores (14), and women with grants in other sports and women extracurricular students providing higher mean scores (19 and 22, respectively). For another comparison, men with grants in other sports have a mean score

of 19 on the ACT. The national average score for the ACT is about 19. We caution the reader that only slightly more than 25% of the women and men basketball players took the ACT, so these mean score estimates are based on imputed data for the most part. The imputed ACT scores are predicted from several other items that describe the students in the national study.

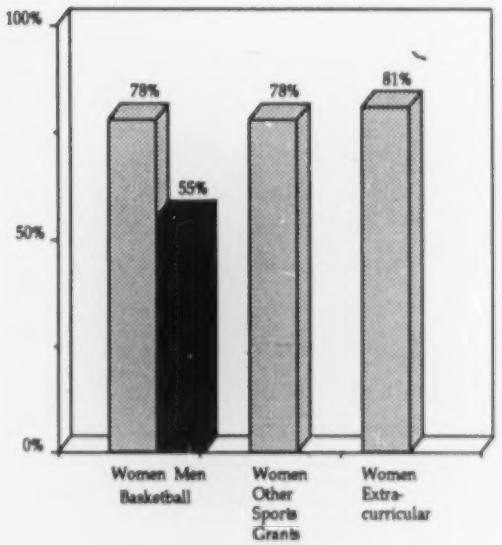

Figure 18. Students Reporting High School Grade-Point Averages of B or Higher

Considering once more the requirements of Bylaw 14.3 by looking only at freshmen and sophomores, we find that 51% of women basketball players and 16% of women grant recipients in other sports failed to meet the requirements of a 15 ACT score. (For a comparison, 43% of men basketball players and 9% of men with grants in other sports who were admitted after the enactment of Bylaw 14.3 failed to meet the requirement of a 15 ACT score.) Once again we caution the reader about this finding because so few of the women and men basketball players actually took the ACT.

Figure 18 shows the percentages of students reporting high school grade-point averages (GPAs) of B or above. Considering the mean differences in reported high school GPAs among the four groups shown in Figure 18, we find that women basketball players report higher GPAs on average (about a B+ average) than men basketball players (about a B average) and report about the same GPAs as women in other sports and extracurricular activities. Men with grants in other sports also report about a B average in high school.

Choice of Major

As noted in the previous chapter, earning a college degree is of the greatest importance to a majority of women student-athletes and women extracurricular students. In Table 8, we see the fields in which the students expect to receive their degrees. Table 8 presents the expectations of sophomore, junior, and senior women student-athletes and women extracurricular students.

From Table 8, it is clear that business is the leading choice for almost all the groups shown, save for women with grants in other sports who rank business second to professional occupations. (Professional occupations include architecture, health sciences, home economics, library science, nursing, pharmacy, protective services, and public affairs.) For women basketball players, professional occupations is rated as the second most popular

Table 8.
Students Reporting on the Fields in Which They Expect Their Degree[1]

	Percent			
	Women Basketball	Men Basketball	Women Other Sports Grants	Women Extra-curricular
Business	22	39	23	23
Professional Occupations	15	9	24	8
Social Science	14	17	10	14
Education	14	3	10	11
Communications	11	11	10	12
Physical Education	8	7	8	0
Arts and Humanities	4	7	6	19
Engineering	4	2	2	6
Biological Sciences	4	1	2	4
Physical Sciences	2	0	4	3
Computer/Information Sciences	1	3	0	1

[1] Includes sophomores, juniors, and seniors

field, followed by social science and education. Social science and education are also rated highly by women with grants in other sports. Physical education is the degree field of choice for 8% of women basketball players and 8% of other sports participants. As a comparison, 7% of men basketball players say they expect their degrees in physical education.

Women basketball players, other sports participants, and extracurricular students seem more interested in degrees in the physical and biological sciences and in engineering than do men basketball players. From 8 to 13% of these women say they expect degrees in these areas, as compared to 3% of men basketball players. Women extracurricular students seem much more interested than any of the other groups in earning their degrees in the arts and humanities. Nineteen percent of women in these activities say they expect degrees in the arts and humanities.

Time Demands and Use of Personal Time

Time commitments

Table 9 summarizes the amounts of time that women basketball players spend in various campus activities during the season and compares them to the times spent by men basketball players, women with grants in other sports, and women in extracurricular activities. The greatest commitments of time each week for all four groups are to their main

Table 9.
Students Reporting on Time Demands and Use of Personal Time (In Season)

	In Season						
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Number of hours per week spents in:							
Main sport/activity	26	26	25	22	.01	.02	.16 *
Class and labs	15	13	15	15	.12 *	.00	.02
Preparing for class	14	11	13	14	.18 *	.05	.00
Social activities	9	11	10	11	.12 *	.03	.14 *
Relaxing alone	9	12	8	7	.18 *	.05	.09
Extracurricular activities (except main one)	3	4	4	5	.13	.14 *	.22 *

* Statistically significant

sports or activities. However, women basketball players spend more time in their sport each week than women extracurricular students spend in their activities. There is no difference between the time women basketball players spend in their sport each week and the time spent by their male counterparts. Furthermore, there is no difference between the time spent by women and men basketball players in their sports each week and the time spent by women grant recipients in other sports. For an additional comparison, women and men with grants in other sports each spend about 25 hours in sports each week during the season.

Women basketball players spend more time each week preparing for and attending classes and labs than do men basketball players—about five hours more combined across the two activities each week. Although men basketball players spend more time in their sports in season than in preparing for and attending classes combined, women basketball players do not. Women basketball players spend about 29 hours per week in going to class and in preparing for class and 26 hours per week on their main sport.

Where are women taking the extra five hours from in their daily schedules when compared to men? From Table 9, it would appear that these hours are being taken from social activities and time spent relaxing alone. Women basketball players and women grant holders in other sports spend about 18 hours per week in season in social activities and in relaxing alone. In contrast, men basketball players spend approximately 23 hours in these activities—a five-hour difference. Since the total numbers of hours reported in Table 9 by these three groups are about the same (i.e., 75-77 hours), the investment of these five hours may reflect a difference in priority among the men and women student-athletes.

Table 10.
Students Reporting on Time Demands and Use of Personal Time (Out of Season)

	Out of Season						
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Number of hours per week spents in:							
Main sport/activity	14	16	14	12	.11	.02	.10 *
Class and labs	16	13	15	15	.15 *	.06	.03
Preparing for class	18	13	15	17	.22 *	.13 *	.03
Social activities	13	16	13	14	.12	.02	.04
Relaxing alone	11	14	9	9	.12 *	.11 *	.11 *
Extracurricular activities (except main one)	6	7	7	7	.11	.11	.06

* Statistically significant

Table 10 presents time commitments out of season. We see in this table a pattern of time investments for women and men student-athletes that is similar to the in-season pattern. Women basketball players, for example, spend more time in class and in preparing for class than do their male counterparts, and they spend somewhat less time in social activities and in relaxing alone. (The difference between women and men basketball players in time spent in social activities is not a reliable one, however.) In terms of time commitments to one's main sport or extracurricular activity, women basketball players do spend more time in their main sport out of season (i.e. 14 hours per week) than women extracurricular students spend in their main activity (i.e., 12 hours per week). However, the amount of time women basketball players invest in their sport out of season is not reliably different from that of the men. For an additional comparison to women with grants in other sports who spend about 14 hours each week in their sports out of season, men with grants in other sports spend about 16 hours.

During the off-season, women basketball players spend about 34 hours per week in attending class and in preparing for class combined, as compared to about 26 hours per week for the men. They spend fewer hours relaxing alone than do the men (11 versus 14 hours), but spend more than either women with grants in other sports or women extracurricular students (11 hours versus 9 hours for each of the other groups). All four groups spend about 7 hours per week in extracurricular activities other than their main sports or extracurricular pursuits.

Figures 19 and 20 provide a somewhat more detailed indication of the time commitments being made by women student-athletes and extracurricular students to their main activities in and out of season, respectively. In Figure 19, we see that 43% of women bas-

ketball players spend more than 25 hours per week in their sport during the season, as compared to 48% of men basketball players, 36% of women grant recipients in other sports, and 27% of women extracurricular students. These percentages can be examined in light of the relationship of hours spent in sport in season to reported difficulties in keeping up with coursework. For women basketball players, the correlation between hours in sport in season and keeping up with coursework is -.15, and for women with grants in other sports the correlation is -.20. (Correlations of this size, while statistically significant, only begin to explain the possible reasons for difficulties in keeping up with coursework.) In Figure 20, we see that 29% of women basketball players spend more than 15 hours in their sport during the off-season, as compared to 41% of the men, 34% of the women in other sports, and 23% of the women extracurricular students.

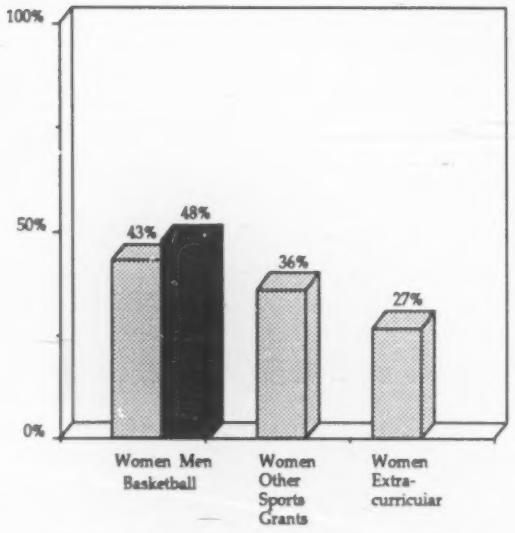

Figure 19. Students Reporting They Spend More Than 25 Hours per Week in Their Main Sport/Activity During the Season

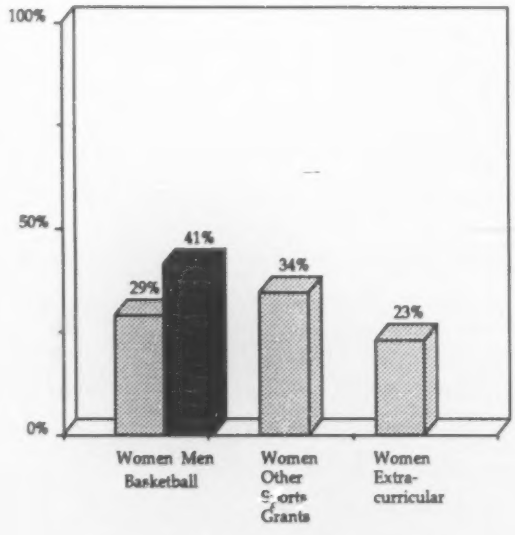

Figure 20. Students Reporting They Spend More Than 15 Hours per Week in Their Main Sport/Activity Out of Season

Use of extra time

We asked student-athletes and extracurricular students how they would spend an extra hour each day if they had it available. Specifically, we asked students to apportion the hypothetical extra 60 minutes over the six activities they used in estimating their current time commitments. The results for students whose time allocations totalled 60 minutes are presented in Table 11.

We see that women basketball players would spend more of the extra time in attending class than would women extracurricular students, they would spend more time in social activities than would the extracurricular students, and they would spend less time relaxing by themselves. Comparing the descriptions of how they would spend an extra hour each day to the ways they are actually spending their time in season, they seemingly reflect the interest of women basketball players in spending more time in areas for which they currently have less time than women extracurricular students. This is not true for attending

Table 11.
Students Reporting on How They Would Use an Extra 60 Minutes Each Day

	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Number of minutes to be spents in:							
Main sport/activity	8	9	6	7	.04	.05	.04
Class and labs	3	2	2	2	.04	.03	.12 *
Preparing for class	16	15	17	19	.05	.02	.09
Social activities	14	15	13	11	.02	.04	.13 *
Relaxing alone	12	15	15	15	.10	.11	.12 *
Extracurricular activities (except main one)	7	4	6	6	.12 *	.05	.05

* Statistically significant

classes and labs, where the women basketball players already spend the same amount of time as women in extracurricular activities.

The only areas in which women basketball players differ somewhat from men in apportioning this hypothetical extra time are in relaxing alone and in extracurricular activities. The women would commit about 35 minutes per week (5 minutes per day) to some other extracurricular activity (i.e., other than basketball), as compared to about 20 minutes per week for the men.

Classes Missed

In Table 12, we see that women and men basketball players miss approximately three classes per week on the average during the season and about one class per week on average during the off-season. Women grant holders in other sports miss two classes per week on the average during the season and about one class per week during the off-season. In their reports of the numbers of classes missed per week, women basketball players are different from women extracurricular students, who miss fewer classes per week in and out of the time periods during the year when their extracurricular activities are at a peak.

In Figure 21, we see that about 37% of women basketball players miss three or more classes per week during the season, as compared to 47% of the men, 30% of women with grants in other sports, and 11% of women in extracurricular activities. In Figure 22, we see that 20% of the women basketball players miss two or more classes per week out of season. This percentage is roughly comparable to those for the men (24%) and for women with

Table 12.
Students Reporting on Classes Missed per Week In and Out of Season

	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Classes missed per week							
In season	3	3	2	1	.06	.09	.32 *
Out of season	1	1	1	.5	.04	.03	.12 *

* Statistically significant

grants in other sports (19%), but it is larger than the percentage for women in extracurricular activities (12%).

What are the effects of missing classes on reported abilities to perform well academically? We find that for women basketball players, the numbers of classes missed during the week in season is related to keeping up with coursework and getting better grades. Specifically, the correlation between numbers of classes missed in season and reported ability to keep up with coursework is -.16. The correlation between numbers of classes missed in season and reported ability to get the grades you are capable of getting is -.21 for this group. To an extent then, missing classes during the season contributes to the coursework-related problems reported by women basketball players. We turn to students' perceptions of these problems in the next section.

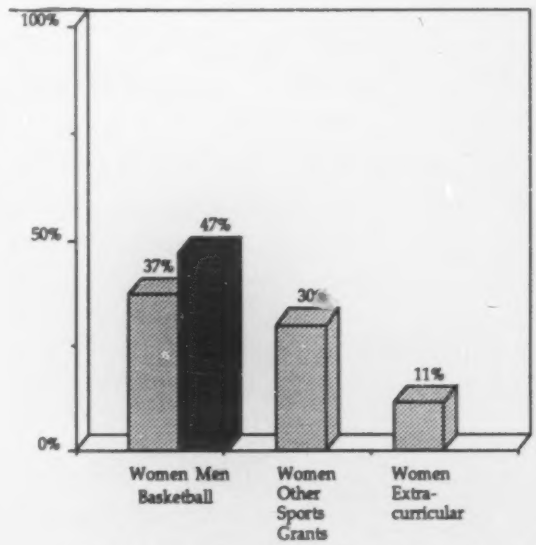

Figure 21. Students Reporting They Miss 3 or More Classes per Week in Season

Perceived problems with coursework

Table 13 shows the percentages of students who say it is harder or much harder for them as student-athletes or extracurricular students to study for exams, to keep up with coursework, to get the grades they are capable of getting, and to prepare for class. At the

most general level, the percentages in Table 13 suggest that, for the majority of students active in outside-classroom activities, the demands of these activities may make it difficult to perform well in class. This is especially true for women basketball players as compared to women with grants in other sports and women extracurricular students.

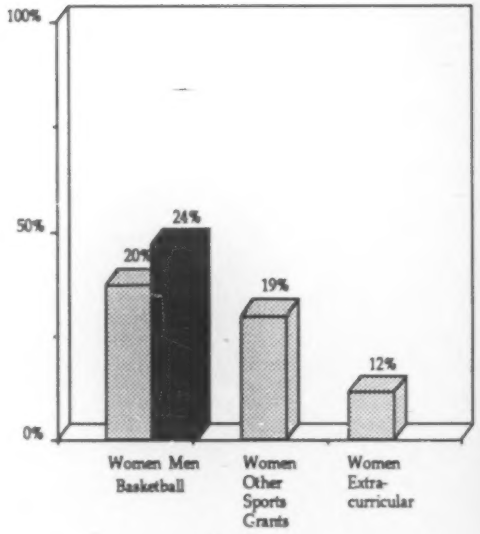

Figure 22. Students Reporting They Miss 2 or More Classes per Week Out of Season

Eighty-two percent of women basketball players say it is harder for them because they are athletes to study for exams, and another 79% say it is harder for them to keep up with course work. Seventy-seven percent of these women say it is harder for them to get the grades they are capable of getting because they are athletes. In all of these perceptions, they do not differ from their male counterparts, but they do differ from women with grants in other sports and women in extracurricular activities. In their perceptions of how difficult it is for them as college athletes to prepare for class, women basketball players also differ from women extracurricular students (74% versus 64%), but they are not reliably different from women with grants in other sports. They do not differ from men basketball players on this measure. From these data, we may conclude that women student-athletes in sports other than basketball are less likely to attribute problems with their classroom performance to their status as student-athletes.

In Figures 23 and 24, respectively, we focus on those percentages of students who say it is much harder for them to keep up with coursework and get the grades they are capable

Table 13.
Students Reporting on Perceived Obstacles to Classroom Performance

	Percent responding "Harder" or "Much Harder"						
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Do you feel it is "Easier" or "Harder" for you as a college althlete/extra-curricular student to:							
Study for Exams	82	79	64	69	.00	.15*	.19*
Keep up with coursework	79	80	69	59	.01	.14*	.25*
Get the grades you are capable of	77	79	67	61	.01	.12*	.21*
Prepare for class	74	73	61	64	.01	.10	.10*

* Statistically significant

of getting because they are athletes or extracurricular students. These figures clearly indicate the differences in perceptions of the problems in coursework posed by athletics participation as held by women basketball players versus other women athletes and extracurricular students. Twenty-four percent of women basketball players say it is much harder for them to keep up with coursework because they are athletes. Twenty-three percent of these women say it is much harder for them to get the grades they are capable of getting because they are athletes. (For comparison, men basketball players are only slightly more likely than women basketball players to say it is much harder for them to keep up with coursework and to get the grades they are capable of getting because they are college athletes.)

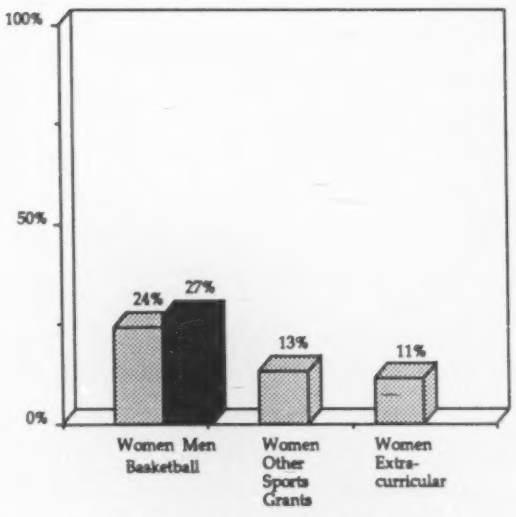

Figure 23. Students Reporting It is "Much Harder" as a College Athlete/Extracurricular Student to Keep Up with Coursework

Educational Resources

We have seen so far that women basketball players spend at least as much time preparing for class and attending class as do women with grants in other sports and women extracurricular students. Figure 25 provides an indication of some of the support these women have for their study and class attendance schedules. Figure 25 shows the percentages of students reporting they receive some help or a lot of help in managing their time. Women basketball players report they receive more help than do either women with grants in other sports or women extracurricular students (34% versus 25% for each of the other groups). Although the percentages shown on the figure are slightly greater for men basketball players than for their female counterparts (41% versus 34%), comparisons of the mean differences for these two groups in estimates of help received show no differences.

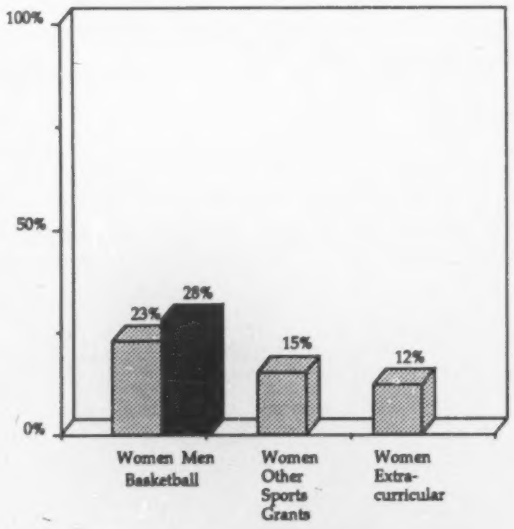

Figure 24. Students Reporting It Is "Much Harder" as a College Athlete/Extracurricular Student to Get the Grades You Are Capable of Getting

Special classes

Assistance with their academic work can also be provided to busy students through special classes designed to orient them to college life, sharpen their coursework skills, and remediate deficiencies in basic skills. Table 14 summarizes the experiences of student-athletes and extracurricular students with such classes.

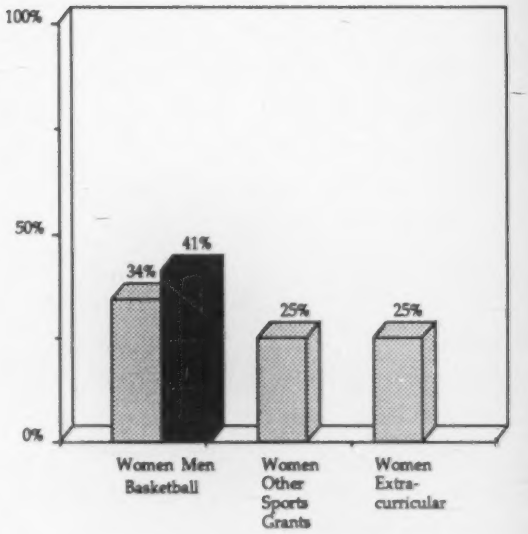

Figure 25. Students Reporting They Receive "A Lot of Help" or "Some Help" in Managing Their Time

The table shows that women basketball players attend special classes at about the same rate as do men basketball players and women with grants in other sports. Women basketball players attend orientation programs less frequently than do women extracurricular students (66% versus 77%); this pattern has been shown in previous reports for student-athletes and extracurricular students generally. In contrast, women basketball players are more likely to attend special courses to improve coursework-related skills than are the women extracurricular students (35% versus 25%).

Academic resources

In addition to special classes, colleges and universities provide educational assistance to students through the efforts of their faculty, tutors, and teaching assistants. Most institu-

Table 14.
Students Reporting They Attended Special Classes

	Percent responding "Yes"						
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Have you attended any of the following at this school?							
Orientation program for college studies or college life	66	58	66	77	.07	.00	.12 *
Special courses on taking notes, listening in class, preparing assignments	35	43	27	25	.07	.09	.11 *
Special courses to review basic skills--such as reading, writing, mathematics	23	25	19	21	.03	.04	.02

* Statistically significant

Table 15.
Students Reporting on The Perceived Availability of Academic Resources

	Percent responding "Easier" or "Much Easier"						
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Do you feel it is "Easier" or "Harder" for you as a college athlete/extracurricular student to:							
Get help from tutors	60	72	50	10	.06	.11*	.45*
Get help from professors	36	44	32	25	.01	.03	.04
Talk to academic counselors about your program	28	34	23	14	.00	.07	.18*
Get help from teaching assistants	24	33	22	12	.05	.00	.08

* Statistically significant

tions also provide students with academic counseling to assist them in planning and carrying out programs of study. Table 15 summarizes the perceived availability of these academic resources, as reported by women and men basketball players, women with grants in other sports, and women extracurricular students. We asked each group whether they thought it was easier or harder for them, because they were athletes or extracurricular students to get help.

As is shown in Table 15, women basketball players more frequently report that it is easier for them to get help from tutors than do women with grants in other sports and women extracurricular students (60% versus 50% and 10%, respectively). There is no difference in mean ratings between women and men basketball players on this measure. Women basketball players also more frequently report that it is easier for them to talk to academic counselors than do women extracurricular students (28% versus 14%). They are not reliably different from women with grants in other sports on this measure (28% versus 23%), and they are not different from the men.

In terms of getting help from professors and teaching assistants, for the most part there are no differences in the mean ratings for any of the groups. Women basketball players are somewhat different from women extracurricular students on getting help from teaching assistants (24% versus 12%).

Academic Performance

It is reasonable to expect that abilities to keep up with coursework, to study for exams, and to prepare for class are related to overall course performance. In addition, because

Table 16.
Students with Cumulative GPAs from 0.00 to 3.00 and Above

	Percent			
	Women Basketball	Men Basketball	Women Other Sports Grants	Women Extra-curricular
0.00 - 0.99	0	2	1	1
1.00 - 1.99	11	19	8	8
2.00 - 2.99	63	62	60	50
3.00 and above	25	17	31	41

cumulative college GPAs are based on performance in individual courses, students' perceptions of the difficulties they face in earning the highest grades possible in courses will undoubtedly be reflected in their overall GPAs. What we find, however, is not so clear.

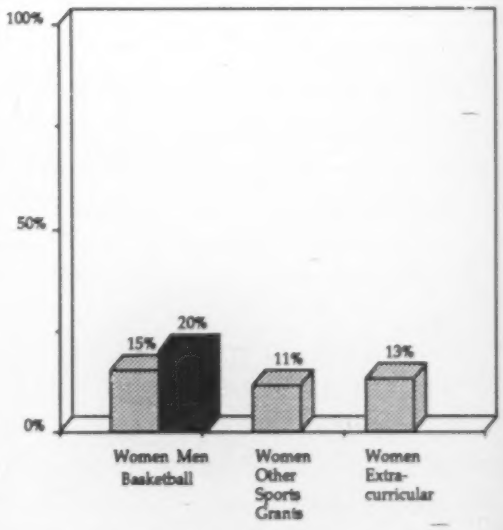

Figure 26. Students Reporting They Have Received Incomplete grades

We have seen that women basketball players spend as much time in their sports in season as do men, they miss about as many classes per week in and out of season as men, and they are as likely as men to regard athletics as an obstacle to their course performance. Women basketball players have higher cumulative GPAs in college than do men basketball players, however—GPAs that are about the same as those for women with grants in other sports. Women basketball players have GPAs of 2.64 on average (2.00 = C and 3.00 = B); men basketball players have GPAs of 2.44 on average, and women with grants in other sports have GPAs of 2.67. Women basketball players have lower GPAs than women extracurricular students, however. These extracurricular students have GPAs of 2.83 on average. Men with grants in other sports have GPAs of 2.46 on average.

Table 16 shows the percentages of students with GPAs in specified ranges in order to provide more detailed information for use in comparing the four groups of students. The table shows that a greater percentage of women basketball players than men basketball players have earned GPAs of 3.00 and above. Further, 88% of the women basketball players have GPAs of 2.00 or above, as compared to 79% of their male counterparts. Given that

the mean SAT and ACT scores of these two groups of student-athletes are about the same—suggesting comparable levels of readiness for college-level work—and that the time demands of athletics participation on these two groups are also comparable, it may be that the difference in GPAs is due to the extra efforts women basketball players are making in attending class and in preparing for class. The high school GPAs reported by these students would surely lend credence to this hypothesis, indicating that women may have developed better study skills and classroom skills in high school.

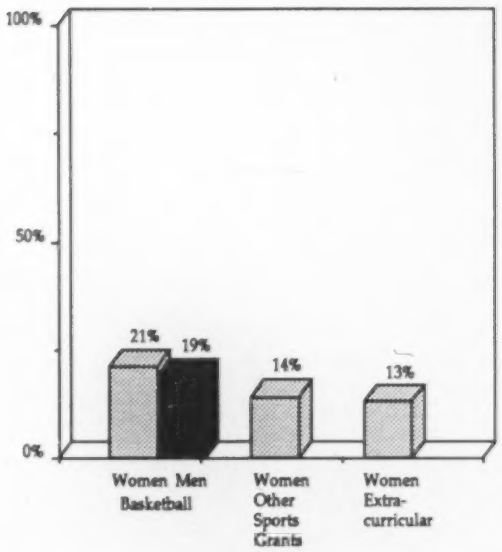

Figure 27. Students Reporting They Have Been On Academic Probation

Table 16 also shows that 91% of women with grants in other sports have cumulative GPAs of 2.00 or above, the same percentage as for women extracurricular students. Slightly fewer of these student-athletes than extracurricular students have GPAs of 3.00 or above, however.

In Figures 26 and 27 we look at the percentages of students reporting they have received incomplete grades and the percentages of students reporting they have been on academic probation. In Figure 26, we see that women basketball players are as likely to report receiving incomplete grades in courses as any of the other three groups. In Figure 27, we see that women basketball players are more likely than women extracurricular students to report having been on academic probation. Women basketball players are not reliably different from women with grants in other sports on this measure, and are similar to men basketball players (19% versus 21%).

Satisfaction with the Academic Experience

We asked students to rate how satisfied they were with various aspects of their academic experience, including their academic performance at college. In Table 17, we see the results.

Generally, women student-athletes and women extracurricular students seem less satisfied with their academic performance than they are with the educational experiences being provided for them. Choice of major and the courses being taken this term receive positive satisfaction ratings from the highest percentages within the groups. Performance in courses and overall academic performance show somewhat lower percentages of stu-

dents indicating their satisfaction. For example, 97% of women basketball players say they are satisfied with their choice of major, as compared to 69% who say they are satisfied with their overall academic performance. Ninety percent of the men basketball players say they are satisfied with their courses this term, but 62% say they are satisfied with their performance in these courses.

Looking across the four groups, we find only one clear difference—women basketball players say they are more satisfied with the courses they are taking this term than do women in extracurricular activities. Women basketball players do differ somewhat from men basketball players in their satisfaction ratings for performance in courses this term (72% versus 62%) and for their overall academic performance (69% versus 66%).

Table 17.
Academic Satisfaction

	Percent responding "Totally Satisfied" or "More Satisfied Than Dissatisfied"						
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
How satisfied are you with:							
Your choice of major	97	96	97	96	.02	.04	.03
The courses you are taking this term	92	90	89	88	.02	.02	.10 *
Your performance in courses this term	72	62	76	75	.10	.06	.04
Your overall academic performance at this school	69	66	76	76	.08	.02	.06

* Statistically significant

4. Health and Personal Development

Overview

The majority of women basketball players, men basketball players, women with grants in other sports, and women in extracurricular activities describe their overall health as excellent or good. Student-athletes, in particular, credit their participation in college athletics with helping to keep them in shape and to get them medical treatment should it be required. Greater numbers of women in athletics say they are satisfied with the medical care they have received at their institutions than do women in extracurricular activities.

Women basketball players report having experienced feelings of isolation and lack of control over their lives more often than women in extracurricular activities. Women basketball players say they have experienced mental abuse more frequently than women with grants in other sports or women extracurricular students. They also say they have experienced physical abuse more frequently than women extracurricular students. Women student-athletes and extracurricular women do not differ in their experiences of sexual discrimination.

Women basketball players differ from men basketball players on measures of the extent to which chance or powerful other persons are credited with having control over their lives. Women basketball players are less likely than men to feel that chance or powerful others exert some amount of control over their lives. At the same time, women basketball players less often than women extracurricular students report that it is easier for them to make their own decisions and speak their minds because they are college athletes (or participants in extracurricular activities). Women basketball players also say it is harder for them to take on leadership responsibilities and to develop personal skills because they are college athletes.

Health Status

In general, most of the students report their health to be either "good" or "excellent." For example, 97% of women basketball players use one of these two terms to describe their health. A greater number of women basketball players say their health is good or excellent than do women extracurricular students (92%). An indirect measure of health status is also provided by life satisfaction and we asked students how satisfied they were at the present time with their lives. We found that women basketball players are not reliably different from either women with grants in other sports or women in extracurricular activities. Ninety-eight percent of women basketball players, as compared to 96% of women with grants in other sports and 92% of women in extracurricular activities, say they are either "totally satisfied" or "more satisfied than dissatisfied" with their lives at present.

Table 18.
Health - Potential Problems

	Percent responding "Bothered" or "Greatly Bothered"						
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Are you bothered by the following health problems?							
Extreme tiredness, exhaustion	52	53	51	53	.01	.03	.01
Colds	28	37	31	30	.01	.03	.03
Sleeplessness or insomnia	25	24	21	25	.02	.05	.02
Excessive overeating or starving yourself	20	25	24	23	.02	.06	.04

* Statistically significant

We asked students whether they were bothered by health-related problems, such as extreme tiredness or exhaustion, colds, sleeplessness or insomnia, or eating problems (e.g., excessive overeating or starving yourself). Table 18 shows no differences between any of the four groups being compared. The most often cited problem is extreme tiredness, with colds reported next most frequently. From 20% to 25% of the students say they have been bothered or greatly bothered by eating problems.

Classes missed

Students' perceptions of the bother caused by illness or injury may sometimes differ from the actual days of classes missed due to either of these causes. We asked students to actually estimate the number of days of classes they missed since the beginning of the academic year due to illness and due to injury. The results are summarized in Table 19 and in Figures 28 and 29.

Table 19.
Students Reporting on Days of Classes Missed Due to Illness or Injury

	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Days of classes missed since September							
Due to Illness	3	6	4	5	.20 *	.07	.14 *
Due to Injury	.7	1	.5	.4	.11 *	.05	.06

* Statistically significant

Table 19 shows that women basketball players miss fewer days of classes due to illness than do either men basketball players or women extracurricular students. Considering that the survey was carried out from March to June, women basketball players say they missed three days on average since September due to illness, men basketball players say they missed twice that number on average, and women extracurricular students say they missed five days. On this measure, women basketball players are not reliably different from women with grants in other sports (who report an average of four days missed due to illness).

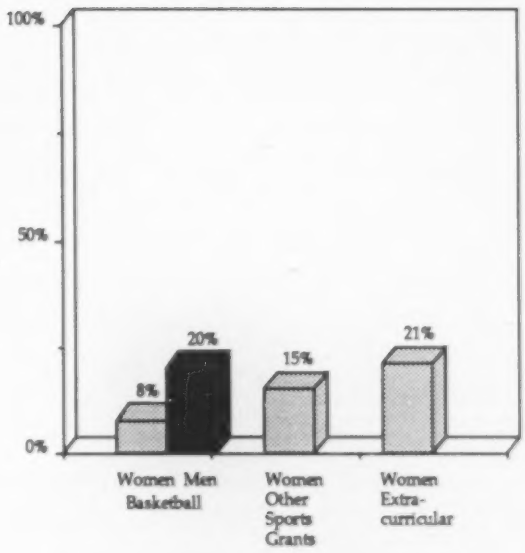

Figure 28. Students Reporting They Missed 8 or More Days of Class Since September Due to Illness

Table 19 also shows that women basketball players, on average, say they missed fewer days since the start of the academic year due to injuries than do men basketball players (.7 versus 1.3 days).

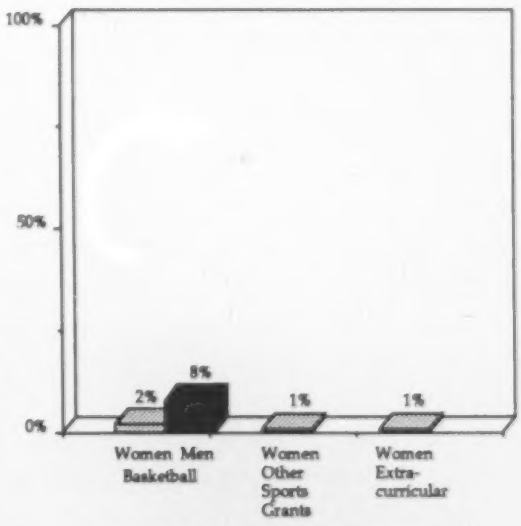

Figure 29. Students Reporting They Missed 8 or More Days of Class Since September Due to Injuries

Figures 28 and 29 provide a somewhat more detailed perspective on the numbers of days of classes missed by these four groups, in particular the percentages of the groups who say they miss eight or more days of classes. Figure 28 shows that a much smaller percentage of women basketball players say they missed eight or more days of class due to illness than any of the other three groups. The percentages of men basketball players and women extracurricular students who say they missed eight or more days are more than twice that for women basketball players. Figure 29 shows that fewer of the groups of women report they missed eight or more days of classes since September due to injuries than do men basketball players. About 8% of the men say they missed eight or more days of classes due to injuries, as compared to 2% or less of the women.

Pressure to ignore injuries

Figure 30 looks at the pressure to ignore injuries as perceived by students. As might be expected, a greater number of women basketball players say they perceive pressure to ignore injuries than do women extracurricular students (34% versus 9%). Women basketball players do not differ reliably from men basketball players on this measure (34% versus 26%), nor do they differ from women with grants in other sports (34% of both of these groups say they have felt pressure to ignore injuries). We examined whether reports of pressure to ignore injuries among women student-athletes differ as a function of the gender of one's coach. We find that they do not—women student-athletes with men coaches are as likely to report pressure to ignore injuries as are women student-athletes with women coaches.

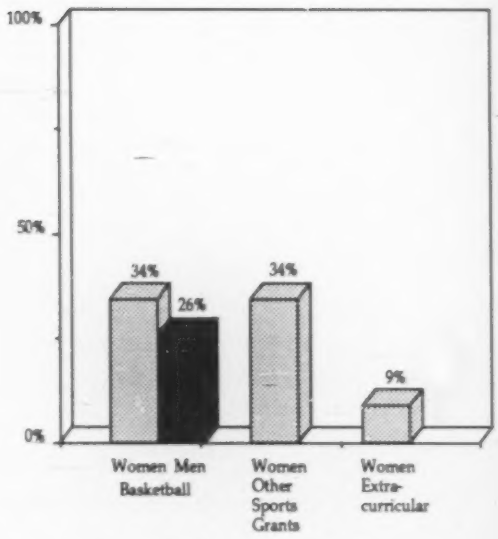

Figure 30. Students Reporting Pressure to Ignore Injuries

Satisfaction with medical care

Figure 31 shows that, in general, women and men basketball players and women with grants in other sports say they are more satisfied with the medical care they have received than do women in extracurricular activities. For example, 87% of women basketball players say they are either "totally satisfied" or "more satisfied than dissatisfied" with the care they have received, as compared to 64% of the women in extracurricular activities. Women basketball players do differ from women with grants in other sports in their reports of satisfaction with medical care. Although 81% of the women with grants in other sports say are satisfied with their medical care, this is a reliably lower percentage than the 87% of women basketball players. Women basketball players are not reliably different from men basketball players with respect to satisfaction with medical care.

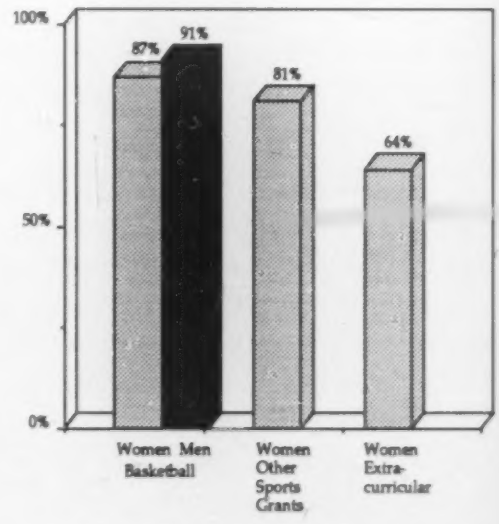

Figure 31. Students Reporting Satisfaction with Medical Care They Have Received

Table 20.
Health - Preventive Practices

Do you feel it is easier for you as a college athlete/extracurricular student to do the following?	Percent responding "Easier" or "Much Easier"				Effect coefficients (correlations)		
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	(1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Keep in good physical shape	96	94	94	46	.04	.06	.57 *
Get medical treatment	86	87	79	16	.03	.09	.63 *
Avoid drugs	50	45	51	36	.09	.00	.11 *
Avoid alcohol	35	26	36	23	.10	.03	.14 *

* Statistically significant

Preventive practices

Because athletics can provide considerable motivation and opportunity for maintaining and improving one's health, we asked students whether athletics (or extracurricular activities) made it easier or more difficult for them to stay in good health. Table 20 shows that athletics contributes positively to students' health, at least as measured by comparing women basketball players to women in extracurricular activities. More women basketball players than women extracurricular students say it easier to stay in good physical shape, to get medical treatment, to avoid drugs, and to avoid alcohol because of their participation in athletics or extracurricular activities respectively. There is a 70% difference in the numbers of women basketball players and women extracurricular students who say it is easier for them to get medical treatment because of their athletic or extracurricular pursuits. In fact, compared to student-athletes, fewer women extracurricular students say it is easier for them in all four categories in the table.

Women basketball players are not reliably different from men basketball players in their sense that being an athlete makes it easier to avoid drugs and alcohol. Fifty percent of the women basketball players say it is easier for them to avoid drugs, as compared to 45% of the men basketball players, and 35% of the women basketball players say it is easier for them to avoid alcohol, as compared to 26% of the men basketball players. To look at the two groups in more detail, we considered the percentages who say it is harder for them to avoid drugs and alcohol because they are college athletes. Seven percent of women basketball players say it is harder or much harder for them to avoid drugs; twice as many men basketball players (14%) say it is harder or much harder for them to avoid drugs. Fourteen percent of women basketball players say it is harder or much harder for them to avoid alcohol because they are college athletes; 18% of men basketball players say it is harder or

Table 21.
Perceived Psychological and Emotional Well-Being

	Percent with at least six experiences since enrolling						
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	Effect coefficients (correlations) (1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
A sense you are different from other students	64	67	56	57	.01	.10	.10
A feeling that you lack control over your life	51	41	43	43	.12 *	.07	.06
Mental abuse	28	25	14	15	.02	.17 *	.19 *
Isolation from other students	22	20	17	18	.02	.11	.08
Sexual discrimination	13	1	8	7	.24 *	.05	.04
Physical abuse	6	7	3	2	.05	.09	.14 *

* Statistically significant

much harder for them as college athletes.

Women basketball players are not reliably different from women with grants in other sports in terms of the perceived ease with which they get medical treatment. Table 20 shows that 86% of women basketball players say it is easier for them to get medical treatment because they are college athletes, as compared to 79% of the women with grants in other sports. If we compare the percentages of these groups who say being an athlete makes no difference in getting medical treatment, we find that there is an 8% difference—that is, 20% of the women with grants in other sports say that being an athlete makes no difference insofar as getting medical treatment, as compared to 12% of women basketball players.

Psychological and Emotional Well-Being

We asked students to rate how frequently they experienced feelings or actions at college that could affect their psychological or emotional well-being. For each rating (e.g., How often have you experienced a sense you are different from other students?), we provided four response options—"frequently" (more than ten times), "occasionally" (from six to ten times), "rarely" (from one to five times), and "never." Table 21 summarizes the numbers of students who report having experienced these types of feelings or actions at least occasionally—that is, six or more times since entering their current Division I institution.

Women basketball players differ from both women with grants in other sports and women extracurricular students in their reports of many of the types of experiences pre-

Table 22.
Psychological Scales

	Mean psychological scale composite score				Effect coefficients (correlations)		
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	(1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
STAI: Trait anxiety composite	37	37	39	39	.01	.07	.09
Rosenberg: Self-esteem composite	25	26	24	25	.04	.10	.05
CES-D: Depression composite	13	12	14	14	.07	.03	.03
Locus of control scales							
Internal control composite	38	39	39	38	.03	.04	.00
Powerful others control composite	18	23	18	17	.22*	.02	.03
Chance control composite	16	21	17	17	.25*	.03	.06

* Statistically significant

sented in Table 21. The one area in which women basketball players do not differ from women with grants in other sports or from women in extracurricular activities is in their perception of sexual discrimination. Thirteen percent of women basketball players say they have experienced sexual discrimination six or more times since they have been on campus.

Women basketball players more often than both women with grants in other sports and women in extracurricular activities say they have experienced mental abuse, and they say they have experienced physical abuse more often than the extracurricular students. Sixty-four percent of women basketball players say they occasionally feel different from other students, as compared to 56% of women with grants in other sports and 57% of women in extracurricular activities. Perhaps in part because of this, women basketball players also say they occasionally feel isolated from other students (22% versus 17% and 18%, respectively, for women with grants in other sports and women in extracurricular activities). Fifty-one percent of women basketball players also say that, since they have been at college, they occasionally feel they lack control over their lives, as compared to 43% of each of the other two groups of women. In their feelings of a lack of control since being in college, women basketball players differ from their male counterparts (51% versus 41%). Perhaps because these women student-athletes are less likely to believe in fate or powerful others being in control (as we see below), they are more aware of outside influences that place controls over their lives.

Table 22 presents the composite scores of students from six psychological scales: (1) Spielberger Trait Anxiety Inventory, (2) Rosenberg Self-Esteem Scale, (3) Depression Scale from the Center for Epidemiological Studies, and (4) Levenson Locus of Control Scales (three scales). Each of these scores has been rescaled such that a higher score indicates

more of the underlying construct. That is, a higher score on the Spielberger Trait anxiety Inventory indicates higher anxiety; a higher score on the Rosenberg self-Esteem Scale indicates higher self-esteem.

As shown in Table 22, women basketball players score somewhat lower on the Spielberger Trait Anxiety Inventory than either women with grants in other sports or women extracurricular students. The Spielberger Inventory measures an individual's tendency to see stressful situations as dangerous or threatening and to respond with heightened anxiety. Women basketball players score somewhat higher on the Rosenberg Self-Esteem Scale than women with grants in other sports. This scale measures the self-acceptance aspect of self-esteem. There are no differences between the four groups on the CES-D Depression Composite. It measures the major clinical symptoms of depression.

Women basketball players do differ from men basketball players on two of the three scales that are part of the Levenson Locus of Control battery—Powerful Others Control Composite and Chance Control Composite. These women have lower scores than the men on the powerful others scale, which measures one's tendency to feel that other persons have control over one's life. Women basketball players also have lower scores on the chance scale, which measures one's tendency to feel that fate (or some other chance factor) controls one's life. Other research has shown that women score lower than men on the Powerful Others Control composite so we looked to see if women with grants in other sports score lower than men with grants in other sports. We found that men with grants in other sports score about 19 on the Powerful Others Control Composite and about 18 on the Chance Control Composite. These men score closer to women basketball players and women with grants in other sports on these two scales than they do to men basketball players.

Opportunities for Personal Growth

Athletics and extracurricular activities may provide opportunities for students to take on leadership responsibilities and to develop new personal skills. We asked students whether it is easier or harder for them as college athletes or extracurricular students to engage in various leadership and development activities. Table 23 presents a summary of the responses of those students who say being an athlete or an extracurricular student makes it easier or much easier for them to engage in these types of activities.

Table 23 shows that the majority of students, with a few exceptions, say it is easier for them to engage in leadership and development activities because they are athletes or extracurricular students. Women basketball players differ from women extracurricular students on almost every dimension, however. Women basketball players say less often that it is easier for them to develop new abilities, learn about themselves, take on leadership respon-

Table 23.
Opportunities for Personal Growth: Leadership and Personal Development

Is it easier or harder for you, as a student-athlete/extracurricular activity student to do the following?	Percent responding "Easier" or "Much Easier"				Effect coefficients (correlations)		
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	(1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Develop new abilities/skills	73	58	67	88	.07	.05	.24 *
Learn about yourself	70	53	75	81	.13 *	.02	.19 *
Take on leadership responsibility	65	69	69	84	.04	.04	.31 *
Set and achieve personal goals	64	48	70	69	.12	.09	.09
Take responsibility for others	45	37	39	68	.05	.03	.23 *

* Statistically significant

sibility, set and achieve personal goals, and take responsibility for others because they are college athletes. Looking at the other ends of the distributions for these items—i.e., those who say it is harder—women basketball players respond more often that it is harder or much harder for them to engage in every one of the activities listed in Table 23. In the table, more women extracurricular students than student-athletes respond that it easier for them for every category but one—set and achieve personal goals. For all four groups of students, the lowest category is "take responsibility for others." Less than half of the three student-athlete groups say it is easier or much easier for them to take responsibility for others.

Table 24 presents ratings for two types of personal development opportunities that are often associated with college attendance—making your own decisions and speaking your mind. The percentages in this table confirm the pattern established previously, namely that

Table 24.
Opportunities for Personal Growth: Assertiveness

Is it easier or harder for you, as a student-athlete/extracurricular activity student to do the following?	Percent responding "Easier" or "Much Easier"				Effect coefficients (correlations)		
	(1) Women Basketball	(2) Men Basketball	(3) Women Other Sports Grants	(4) Women Extra-curricular	(1) vs. (2) r	(1) vs. (3) r	(1) vs. (4) r
Make your own decisions	31	31	32	52	.00	.07	.26 *
Speak your mind	31	47	30	66	.08	.06	.33 *

* Statistically significant

women basketball players (as well as the other groups of student-athletes shown) less often respond that it is easier for them to take advantage of these opportunities because they are college athletes. Thirty-one percent of women basketball players say it is easier or much easier for them to make their own decisions, as compared to 52% of women extracurricular students; 31% of women basketball players say it is easier or much easier for them to speak their minds, as compared to 66% of women extracurricular students. Looking at the other extremes, 18% of women basketball players say it is harder or much harder for them to make their own decisions, as compared to 5% of women extracurricular students, and 9% of women basketball players say it is harder or much harder for them to speak their minds, as compared to 5% of women extracurricular students.

5. Technical Information about this Report

This chapter describes the methods used to obtain the data for this report. The first section below reviews the general methodology used for the 1987-88 National Study of Intercollegiate Athletes, which included the women and men students described in this report. The second section describes the procedures we followed to ensure that the results presented in this report are not affected by biases introduced by differences between those who responded to the study and those who did not. These procedures included a survey of nonrespondents and the imputation of missing data values for respondents and nonrespondents based on (1) descriptive data collected for nonrespondents, and (2) the patterns of responses for survey respondents who are most similar to those individuals who did not respond.

Overview of Survey Methodology

For the 1987-88 National Study of Intercollegiate Athletes, we gathered information from full-time undergraduate students who participated in intercollegiate sports at colleges and universities that were Division I members of the NCAA. To provide a comparison for these student-athletes at the same colleges and universities, we also gathered information from full-time undergraduate students who participated extensively in other extracurricular activities, such as band or orchestra, drama or other performing arts, student newspaper or radio, or college work-study programs. By sampling students who, like athletes, participated in a nonacademic activity involving an extensive time commitment, we ensured that any differences between athletes and nonathletes were not due solely to differences in time spent on a nonacademic activity. (For detailed information about the design and methods of the study, see Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes*.)

Sample

For the study, we drew a sample of 42 Division I colleges and universities to reflect the variation in location, size, and public or private status of all 291 Division I institutions. We selected the 42 at random from within the conferences and independent groups that make up Division I of the NCAA. We selected 21 institutions from Division I-A, 11 from Division I-AA, and 10 from Division I-AAA. Three of the 42 were predominately Black institutions.

We selected student-athletes and comparison students at the 42 institutions in sufficient numbers to be confident that we were accurately representing all student-athletes in Division I colleges and universities. We selected the students from specific groups. If possible at each of the 42 Division I institutions, we selected a sample of 110:

- 80 student-athletes: 30 football players, 10 men's basketball players, 10 women's basketball players, 10 men and 10 women with athletic grants in other sports, and a mixed group of 10 men and women without grants in other sports
- 20 students extensively involved in other extracurricular activities
- 10 Black students not included in either the student-athlete or extracurricular groups

We made adjustments in the sizes of the student-athlete samples at institutions that either did not have football or women's basketball did not compete in them at the Division I level. The total sample drawn included 4,259 student-athletes and comparison students.

When we drew the 4,259 students for our primary sample, we also selected alternates in numbers equal to half the size of the primary sample. For example, we selected at random 10 women's basketball players as primary sample members at each institution and five as alternate sample members if five were available. When primary sample members could not be located or refused to participate in the study, we turned to alternate sample members.

Instruments

We designed separate questionnaires for student-athletes, extracurricular students, and the special sample of Black students. All three questionnaire forms contained a common core of questions with the words changed to fit the characteristics of the groups. The questionnaires were designed to collect broad, baseline data and focused on the following:

- aspirations and expectations
- academic preparation and performance
- athletic participation
- recruitment experiences
- personal and interpersonal experiences while in college
- physical and emotional health

(For copies of the questionnaires, see Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes.*)

Data collection

All data were collected by AIR staff who worked at the 42 campuses during the period from March to July 1988. We assembled student-athletes and comparison students in small groups, typically five or fewer, to fill in questionnaires, with only the students and AIR data collectors present. Students took an average of 50 minutes to complete the questionnaires. They were also asked to give AIR written permission to obtain copies of their high school and college transcripts and scores from the American College Testing (ACT) Assessment Program or Scholastic Aptitude Test (SAT).

At every campus, AIR staff worked with a liaison from the institution, such as the Vice President for Student Affairs; however, we completely controlled the data collection process. We used a specially designed system of identification codes to keep the identities of the institutions and students confidential.

Responses

We collected usable questionnaires from 4,083 student-athletes and comparison students. Of these, 3,210 (75% of 4,259) were from primary respondents and 873 were from alternate respondents. Table 25 presents the numbers of usable questionnaires returned to AIR by students in each of the eight sampling categories.

Estimating Data for Nonrespondents

In a survey of this type, the presumption is that nonrespondents do not differ systematically from respondents and would respond similarly to the survey. As Table 25 indicates, 1,049 students who were selected in our primary sample did not respond. After a thorough check of the contact logs kept by our site coordinators, nine of these "nonrespondents" were found to have been classified incorrectly at the time the sample was drawn. The actual number of primary nonrespondents was 1,040.

Data on nonrespondents

To make sure that all groups and viewpoints are represented accurately in the database from our survey, including those from students who did not respond, we used procedures to estimate what the responses for the nonrespondents would have been had they completed questionnaires. We began by collecting additional descriptive information about these students from their universities and colleges in Fall 1988, to be analyzed together with background data we already had collected for the individuals at the time we drew the original sample for the national study.

Table 25.
Usable Questionnaires, by Category

Category	Desired Sample Size	Primary Respondents Number	Primary Respondents Percent	Alternate Respondents Number
Student-Athletes				
Football	960	739	77	178
Men's Basketball	420	350	83	59
Women's Basketball	389	336	86	49
Other Sports Male	395	319	81	75
Other Sports Female	384	335	87	56
Other Sports Mixed	451	324	72	105
Comparison Groups				
Extracurricular Students	870	598	69	225
Black Students	390	209	54	126
Total	4,259	3,210	75	873

We had available all of the following data for most of the 1,040 nonrespondents:

- documented cumulative college grade-point average
- institution attended
- race (Black or NonBlack)
- class (freshman, sophomore, junior, or senior)
- activity group (the eight categories listed in Table 20)
- status with respect to having an athletic grant (grant or no grant)
- enrollment status for 1988-89 (enrolled or not enrolled)

From these data, we used statistical procedures to impute values for the other data items for the nonrespondents, using the values of respondents with similar characteristics. For example, if we had a woman nonrespondent who was a junior at a particular institution with an athletic grant in basketball and a grade-point average of 2.75 , we calculated statistically what her responses were likely to be, based on the responses of respondents with similar characteristics.

Imputation of missing data values

Operationally, we divided the data items into related groups and imputed values for each group separately. We included the following 14 base variables in each of the groups:

- intensity of athletic program
- NCAA Division (I-A, I-AA, or I-AAA)
- race (Black, White, American Indian or Alaskan Native, Asian, Pacific Islander, or Other)
- documented SAT composite score
- socioeconomic status
- gender
- depression (score on a 20-item Center for Epidemiological Studies scale included in questionnaire)
- documented cumulative college GPA

By adding imputed values to our database, we ensured that nonrespondents were accurately represented in our analyses. Any bias due to the types of persons not responding was thus effectively removed.

The actual imputation of missing values was performed using procedures developed by AIR as part of a contract with the U.S. Center for Educational Statistics to improve analysis procedures for educational research. Our procedure combines the best features of two standard programs for such imputation: BMD-PAM (a module of the Biomedical Computer Programs statistical package that describes and estimates missing data) and "hot deck" (the imputation procedure used by the U.S. Census Bureau). For this survey, we used our procedure—PROC IMPUTE—to supply values that were missing for the 1,040 nonrespondents but were obtained from the 4,083 respondents. At the same time, we imputed data for any missing items for the 4,083 respondents.

Telephone survey of nonrespondents

To validate the accuracy of our imputation, we conducted a small-scale follow-up of a random sample of nonrespondents. We conducted telephone interviews to obtain data on the following areas from 66 nonrespondents selected from football, men's and women's basketball, and the special sample of Black students:

- origin or descent (Hispanic or Non-Hispanic)
- race (Black, White, American Indian or Alaskan Native, Asian, Pacific Islander, or Other)
- year degree expected
- academic difficulty (repeated courses, incompletes, probation)
- satisfaction with overall academic performance (four-point scale)
- year of birth
- gender
- SAT score (seven-point scale)
- ACT score (seven-point scale)
- father's highest level of education (six categories ranging from less than high school graduation to advanced professional degree)
- mother's highest level of education (same categories as for father's education)
- father's most recent job (coded to three-digit U.S. Department of Census codes and Dictionary of Occupational Titles classification systems)
- mother's most recent job (same coding system as for father's job)
- parents' total income for the past year (before taxes, 10-point scale from less than $5,000 to more than $80,000)

For these 66 nonrespondents, we ran statistical tests to compare the values we obtained in the telephone interviews to those we had imputed. The results indicated that only two variables—class and academic probation—showed statistically significant differences between actual and imputed values.

Data files for analysis

The analysis files used for this report contained the records of 5,123 students and student-athletes: 4,083 original respondents plus 1,040 nonrespondents with their data imputed. Data were weighted, using the same procedures described in detail in Report No. 2.

We assigned institution weights to capture the number of institutions in the population (athletic conference or cluster of independent institutions) each college and university represented. Similarly, we assigned student weights to capture the number of students in the population each student represented. For each student, the weight was a ratio of the number of students on the squad list or activity list (the list of students in each population provided by the institution) to the number of respondents, multiplied by the institution weight.

Technical Note

In some cases, a difference between groups may indeed be important while failing to pass our formal test of statistical significance. The test we use to determine significance at the .05 level (two-tailed test) adjusts the significance levels for particular comparisons by the overall design effect. For example, we require a Student's *t*-statistic value greater than 2.50 rather than the standard 1.96 before we note that a difference in means is statistically significant. (The design effect can be regarded as an adjustment for the fact that the more than 5,000 student-athletes in the national study were clustered at 42 colleges and universities, rather than being randomly spread across all 291 Division I institutions in the country.) This test is conservative for many variables because it takes the overall design effect into account in evaluating comparisons of individual variables—whether or not the design effect for a particular variable is as large as the overall design effect.

A difference of over one standard deviation between groups that fails to pass our formal test of statistical significance might indicate a real effect. For this reason, we use the phrases "somewhat different" or "not reliably different" to describe comparisons where the mean differences are large enough to be significant at the .20 level (two-tailed test). In these cases, we require a Student's *t*-statistic value of greater than 1.62 (which takes into account the design effect) before we will say that a difference is worth noting although "not reliable." The phrase "not reliably different" should therefore <u>not</u> be read in the same way as "not different" or "no difference." We say that there is no difference in a comparison of means only when the Student's *t*-statistic value for the comparison is less than or equal to 1.62. The phrases "reliably different" and "different," when used in this report can be read as synonyms; both refer to comparisons for which the Student's *t*-statistic value is greater than 2.50.

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Studies of Intercollegiate Athletics

Report No. 5: Analysis of the Academic Transcripts of Intercollegiate Athletes at NCAA Division I Institutions

August 1989

American Institutes for Research
Washington, DC • Palo Alto, CA • Bedford, MA • Watertown, MA

Center for the Study of Athletics • Palo Alto, CA

Studies of Intercollegiate Athletics

Report No. 5: Analysis of the Academic Transcripts of Intercollegiate Athletes at NCAA Division I Institutions

August 1989

Center for the Study of Athletics
American Institutes for Research
Palo Alto, California

Preface

This is the fifth in a series of reports describing results from the 1987-88 National Study of Intercollegiate Athletes conducted by the American Institutes for Research (AIR) for the Presidents Commission of the National Collegiate Athletic Association (NCAA). This report describes the results of preliminary analyses of the academic transcripts of intercollegiate athletes at NCAA Division I institutions.

Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes* (November 1988) describes the general findings from the national study but does not present comparisons or analyze results separately by gender or race. Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes* (November 1988) presents an account of the methodology that was used to collect and analyze the data for the national study. Those two reports provide a good background for approaching this report, but are not essential for understanding the findings described here. Report No. 3: *The Experiences of Black Intercollegiate Athletes at NCAA Division I Institutions* (March 1989) focuses on student-athletes who are Black. Report No. 4: *Women in Intercollegiate Athletics at NCAA Division I Institutions* (July 1989) describes the experiences of women who participate in intercollegiate athletics at the Division I level.

The first section of this report is an Executive Summary which gives a brief overview of the national study and highlights the findings from these preliminary analyses of academic transcripts. The remainder of the report is divided into four chapters. Chapter 1 describes why the national study was done, what topics are described in this report, and what comparisons are made. The descriptions will help in understanding the analyses in this report. Chapter 2 describes the academic progress of student-athletes and extracurricular students in the 1987-88 national sample. In this chapter, progress is described in terms of the numbers of units earned by students in various subject areas given their class standing (e.g., freshmen, sophomores). Chapter 2 also summarizes the numbers of transfer units credited to student-athletes and extracurricular students by their Division I institutions.

Chapter 3 describes the academic performance of student-athletes. In this chapter, performance is described in terms of the grade-point averages earned by students in various subject areas given their class standing. Chapter 3 also compares the numbers of terms student-athletes and extracurricular students have been placed on academic probation or have been disqualified for academic reasons by their institutions since enrollment. Chapter 4 presents some background information about the general methodology of the national study and the additional methodological steps that were taken for the analyses in this report.

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Report No. 5: Analysis of the Academic Transcripts of Intercollegiate Athletes at NCAA Division I Institutions

Executive Summary

August 1989

This report, the fifth in a series describing results from the 1987-88 National Study of Intercollegiate Athletes, presents the results from preliminary analyses of the academic transcripts of intercollegiate athletes at NCAA Division I institutions. The study was conducted by the American Institutes for Research (AIR) for the Presidents Commission of the National Collegiate Athletic Association (NCAA). It was designed to answer four broad sets of questions posed by the Presidents Commission as part of its national forum on the proper role of intercollegiate athletics within higher education.

The data from academic transcripts obtained for the 1987-88 National Study of Intercollegiate Athletes begin to describe the progress being made by students in pursuit of their college degrees. These transcripts were collected in the spring of 1988 from all students participating in the national study. For the most part, the transcripts include course and grade information for all courses taken at the institutions through the 1987-88 Fall Semester or the 1987-88 Fall and Winter Quarters. In a few instances, the transcripts were received from the institutions early in the summer of 1988 and thus included course and grade information for all the courses taken during 1987-88 Fall, Winter, and Spring Terms.

A stratified random subsample of 21 institutions was selected from the 42 institutions in the national study. In all, 2,077 transcripts were coded. The coding procedures were both comprehensive and laborious; every item of information on every transcript in the subsample was entered into the database for subsequent analysis. Data for a total of 49,729 courses were entered: an average of 24 courses for each of the 2,077 students.

Tables in this report show the academic units, or credit hours, and grade-point averages (GPAs) earned by football and basketball players, student-athletes in other sports, and extracurricular students in 17 areas of study. The numbers of units that are presented refer to **quarter units**; i.e., semester units have been converted into quarter units. GPAs are reported on a four-point scale, where 4.0 = A, 3.0 = B, and so on. The 17 study areas include such general categories as business, social sciences, physical sciences, and arts and humanities. Also included are four study areas that relate specifi-

cally to physical education and sports (e.g., physical education activity courses, physical therapy and sports medicine), and one area that relates specifically to participation in extracurricular activities—visual and performing arts.

Other tables in this report describe performance in these 17 study areas for football and basketball players in more or less successfully-competitive intercollegiate athletics programs. Our measure of success in competition was the win-loss records and quality of opponents of football and men's basketball teams over time (Sagarin ratings, *USA Today*, average of 1985-86 and 1987-88 ratings for football and average of 1984-85 and 1987-88 ratings for men's basketball).

The results described in this report may be grouped into two areas—those relating to academic progress and those relating to academic performance. Generally, in terms of academic progress, we find that student-athletes earn their credits in study areas that are similar to those of extracurricular students, and that football and basketball players in more successfully-competitive athletics programs earn their credits in study areas that are similar to those of their counterparts in less successfully-competitive athletics programs. For all of these students, six areas—arts and humanities, biological sciences, business, physical sciences, social sciences, and visual and performing arts—account for the majority of units earned. We use the term *prime study areas* to describe these six areas for ease of reference.

In terms of academic performance, we find that football and basketball players earn lower GPAs on average in the prime study areas than either student-athletes in other sports or extracurricular students. Similarly, football and basketball players in more successfully-competitive athletics programs earn lower GPAs in the prime study areas than football and basketball players in less successfully-competitive programs. Football and basketball players earn their highest GPAs in study areas related to physical education. More specific findings are presented below.

Academic Progress

Key findings:

- Student-athletes in all classes earn total numbers of units that are comparable to those that extracurricular students earn. Freshman student-athletes earn slightly fewer units: football and basketball players earn a total of 31 units on the average, and student-athletes in other sports earn an average of 27 units, as compared to 35 units for extracurricular students. By their senior year, football and basketball players earn an average of 145 total units and student-athletes in

other sports earn an average of 153 total units, as compared to 143 units for extracurricular students.

- Student-athletes earn the majority of their units in the prime study areas of arts and humanities, biological sciences, business, physical sciences, social sciences, and visual and performing arts, just as extracurricular students do. For example, freshman football and basketball players earn 28% of their total units in the arts and humanities, 25% in the social sciences, and 17% in the physical sciences. These percentages may be compared to those for freshman extracurricular students who earn 25%, 23%, and 14%, respectively, of their total units in these areas. Freshman student-athletes in other sports earn 27%, 27%, and 19%, respectively, of their total units in these three areas.

- Student-athletes, at any point in their college careers from freshmen to seniors, earn fewer than 8% of their total units (since enrollment) in physical education and physical education-related courses (e.g., sports medicine, sports management). This can be compared to extracurricular students who, at any point in their college careers, earn at least 12% of their total units in visual and performing arts courses. (Thirty-seven percent of the extracurricular students in the national sample were drawn from the performing arts, e.g., band.)

- Football and basketball players have not earned significantly more units away from their Division I institutions—i.e., at two-year colleges or other colleges and universities—than extracurricular students have: there are no differences between the groups in the mean numbers of credits transferred from one or more other postsecondary education institutions (transfer units). Football and basketball players at Division I institutions with more successfully-competitive athletics programs are not credited with more transfer units than football and basketball players at less-successfully competitive institutions.

- Eight percent of football and basketball players have been credited with 26 or more transfer units by their Division I institutions, as compared to 8% of the student-athletes in other sports and 6% of extracurricular students. Looking only at football and basketball players, 8% of those enrolled in more successfully-competitive athletics programs have 26 or more transfer units credited on their transcripts, as compared to 4% of those enrolled in less successfully-competitive athletics programs.

Academic Performance

Key findings:

- For the most part, football and basketball players appear to earn lower GPAs than student-athletes in other sports and extracurricular students in the prime study areas of arts and humanities, biological sciences, business, physical sciences, social sciences, and visual and performing arts as freshmen, sophomores, juniors, and seniors. For example, among seniors, football and basketball players appear to earn average GPAs in each of these areas that are about one-half grade-point lower than those earned by either student-athletes in other sports or extracurricular students.

- Football and basketball players earn their highest GPAs in physical education courses. Among seniors, for example, the average GPA earned by football and basketball players in physical education activity and physical education theory and coaching courses is slightly more than one-half grade point higher than their highest average grade in any of the prime study areas (i.e., about 3.24 for physical education activity and physical education theory and coaching courses versus 2.61 for visual and performing arts courses).

- Among the prime study areas, extracurricular students earn their highest grades in visual and performing arts courses. As seniors, these students earn an average GPA of 3.27 in visual and performing arts; the next highest GPA they earn in one of the (remaining) prime study areas is 2.97, which they earn in arts and humanities courses.

- For the most part, football and basketball players in more successfully-competitive athletics programs appear to earn lower GPAs than their counterparts in less successfully-competitive programs in each of the prime study areas. As freshmen, football and basketball players in the more successfully-competitive programs appear to earn GPAs that are about .41 grade points lower in these areas, as sophomores their GPAs appear to be about .11 grade points lower, as juniors their GPAs appear to be about .22 grade points lower, and as seniors their GPAs in these areas appear to be about .09 lower on average.

- Freshman, sophomore, junior, and senior football and basketball players in more successfully-competitive athletics programs earn GPAs in physical education activity courses and physical education theory and coaching courses that average from .79 to 1.81 grade points higher than their GPAs in any of the prime study areas.

- Despite evidence of lower GPAs in the prime study areas, football and basketball players are no more likely to be placed on academic probation by their institutions than are student-athletes in other sports or extracurricular students. Football and basketball players in more successfully-competitive athletics programs are also no more likely to be placed on academic probation by their institutions than are their counterparts in less-successfully competitive institutions.

1. Introduction

The academic transcripts obtained during the 1987-88 National Study of Intercollegiate Athletes are a valuable resource for studies of academic progress and performance. They comprise the only objective measures of the courses students have taken and the grades they have received. These transcripts also constitute the official records of students' performance, and so they may also be informative for understanding the extent to which colleges and universities are providing a balanced program of academic studies for students.

In this chapter, we describe why the national study was conducted and how we collected and prepared the data for this report. The final section of this chapter describes the preliminary nature of the analyses that are presented in subsequent chapters and provides information on how to interpret the figures and tables.

Impetus for the Study

On June 3, 1987, the Presidents Commission of the National Collegiate Athletic Association (NCAA) mailed to the NCAA members a policy paper titled *Agenda for Reform*. The paper provided the rationale for an 18-month national forum on the proper role of intercollegiate athletics within higher education. To support the forum, the Presidents Commission sponsored a study of intercollegiate athletics to identify the effects of participation in intercollegiate athletics on student-athletes. The American Institutes for Research (AIR) was contracted to conduct the study, beginning in November 1987.

In the *Agenda for Reform*, the Presidents Commission listed eight broad sets of questions to be addressed during the national forum. The national study was designed to focus on the first four sets of these questions:

1. How do the experiences of college or university life of student-athletes compare with those of other students who devote a great deal of time to a particular extracurricular activity?
2. How do the experiences of student-athletes differ depending upon whether one is a participant in big-time sports or in sports that are not given a heavy emphasis?
3. How do the experiences of student-athletes compare with those of other students in terms of courses taken, classes attended, time spent on or off campus, and tutoring received? How do student-athletes feel about and evaluate their

experiences? Do they see themselves as beneficiaries of fine programs, or as exploited? How do they personally experience the balance between athletics and academics in their daily lives?

4. How are student-athletes recruited? How do recruitment activities differ depending upon the intensity of the athletic program? What are the differences in test scores and grade-point averages between athletes and other students? How do recruited students personally experience the process of choice of college and university and the role of athletic recruitment in that process?

This report is the fifth in a series produced by the national study. Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes* (November 1988) describes the general findings from the national study but does not present comparisons or analyze results separately by gender or race. Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes* (November 1988) describes in detail the methods that were used to collect and analyze the data. Report No. 3: *The Experiences of Black Intercollegiate Athletes at NCAA Division I Institutions* (March 1989) focuses on the experiences of Black students who participate in intercollegiate athletics. Report No. 4: *Women in Intercollegiate Athletics at NCAA Division I Institutions* (July 1989) describes the experiences of women who participate in intercollegiate athletics. In this fifth report, we present the results of preliminary analyses of the academic transcripts of intercollegiate athletes at NCAA Division I institutions.

Selection of Topics for this Report

The sampling design for the national study resulted in 42 selections from the 291 institutions in Division I. The 42 were chosen from among the conference structure and groups of independents in Divisions I-A, I-AA, and I-AAA, and included three predominantly Black institutions. Comparisons of the 42 to the remaining 249 Division I institutions reveal no significant differences between the sample and the population in institutional characteristics, the student body, or involvement in intercollegiate athletics (see Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes*). The sample is representative and allows us to generalize to all Division I institutions.

Among the students who participated in our study, 99% gave us permission to obtain copies of their transcripts. For the analyses of student transcripts presented in this report, we selected a subsample of one-half the original sample of 42 institutions. We stratified the institutions in the original sample by Division I subdivision (e.g., I-AA) and selected at random 13 institutions from Division I-A and 4 institutions each from Divisions I-AA and I-AAA. For each of the institutions in the subsample, all

student transcripts obtained were coded, providing a database of 2,077 student transcripts. We adjusted the original sampling weights for these students to represent all student-athletes and extracurricular students enrolled as undergraduates in Division I institutions. For this report, we present summary data from the transcripts of student-athletes and extracurricular students.

We address the topic of academic progress in Chapter 2 of this report. In that chapter, we look at the average numbers of units earned since enrollment in 17 study areas (e.g., physical sciences, education, computer sciences) by student-athletes in football and basketball and in other sports and by extracurricular students. We present these results in two ways—first, by reported class standing within student-athlete or extracurricular-student grouping (e.g., freshman versus sophomore), and second, by class standing for football and basketball players in more or less successfully-competitive programs. (The extent to which programs in our sample are successfully-competitive is measured by the win-loss records of football and men's basketball teams over time, taking into account the strengths of their opponents—Sagarin ratings, *USA Today*, average of 1985-86 and 1987-88 ratings for football, and average of 1984-85 and 1987-88 ratings for men's basketball.) In Chapter 2 also, we present summary information on the total number of transfer units credited to student-athletes and extracurricular students by their Division I institutions.

In Chapter 3, we address the topic of academic performance, looking at the grade-point averages of student-athletes and extracurricular students in the 17 study areas described previously. As before, these results are presented for student-athletes and extracurricular students by class standing, and for football and basketball players by class standing within more or less successfully-competitive athletics programs. In Chapter 3, we also present summary information on the academic status of student-athletes and extracurricular students during their periods of enrollment at Division I institutions. More specifically, we look at how many of these students either were placed on academic probation or were disqualified for academic reasons for one or more terms during their enrollments.

Chapter 4 provides a detailed description of how the transcript data for this report were collected, coded, and prepared for analysis. The information in this chapter is helpful for understanding the results presented in Chapters 2 and 3.

Comparisons in this Report

We compare football and basketball players, student-athletes in other sports, and extracurricular students when we examine the numbers of transfer units and academic problems acknowledged for these students by their Division I institutions. In making these comparisons, we control for class standing within each of the institutions. (See Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes* for additional information.) Any differences that are reported are thus unaffected by differences in the class standing of students within particular institutions. In evaluating the statistical significance of these comparisons, we normalized the distributions prior to computing weighted student's *t*-tests, thus removing the effects of the skewness of these distributions. In computing grade-point averages, we have not taken into account Scholastic Aptitude Test (SAT) or American College Testing (ACT) Assessment Program scores or high school grades, i.e., we have not adjusted for these factors in analysis.

We have not carried out statistical tests to examine differences between groups of student-athletes and extracurricular students in considering the numbers of units and grade-point averages earned since enrollment. This is because we regard these examinations as preliminary. The principal reason for avoiding statistical comparisons among groups is that students' selection of courses and their performance in these courses depends on a variety of institutional factors, in the same sense as one's preferred major field of study depends on the reputation and course offerings of particular institutions. We do not have sufficient data to take these factors into account and, at the same time, provide a broad review of the study areas being pursued. Because we want to address the Commission's questions about types of courses taken and performance in these courses, it is imperative that we take the broadest possible perspective on the study areas being pursued by student-athletes and extracurricular students. For this reason, we provide descriptive data for the three student groups and limit our comments for the most part to the characteristics of course selections and demonstrated course performance within each of these groups. When we do make comparisons among the groups, we are careful to note that any differences are only approximate.

The data presented in Tables 1-16 of this report are shown separately for students of different classes (e.g., freshmen). To construct these tables, we relied on students' reports of their class standing, as provided in their responses to an item on the student-

athlete and extracurricular student questionnaires. Each table is based on the analysis of complete transcripts for a different class, so, for example, the table for sophomores does not include the data for other students who are freshmen. The tables provide a cross-sectional rather than a longitudinal perspective on units and grade-point averages earned.

2. Academic Progress

Overview

Three issues related to academic progress are likely to be of special concern to persons interested in student-athletes. The first issue is whether student-athletes earn about the same numbers of units, or credit hours, as other students in their classes (i.e., freshmen or sophomores not in athletics). The second issue is whether student-athletes take too many courses in physical education. The third issue is whether student-athletes are taking courses in areas that are likely to lead to college degrees. We present summary data related to these issues in this chapter.

What these data show is that, on the average, the total numbers of units earned since enrollment by student-athletes as freshmen, sophomores, juniors, and seniors are comparable to those earned by extracurricular students. In addition, the percentages of total units earned since enrollment by freshman, sophomore, junior, and senior student-athletes in the "prime study areas" of arts and humanities, biological sciences, business, physical sciences, social sciences, and visual and performing arts are comparable to those earned by extracurricular students. Finally, student-athletes, at any point in their college careers from freshmen to seniors, earn fewer than 8% of their total units in physical education and physical education-related courses. Extracurricular students, at any point in their college careers, earn at least 12% of their total units in visual and performing arts courses. Given that 37% of the extracurricular students in the national sample were drawn from the performing arts, we occasionally refer to these courses and to the performance of extracurricular students in these courses in comparisons made to the numbers of units and grades earned in physical education courses by student-athletes.

A major issue currently being addressed by several different groups concerned with U.S. intercollegiate athletics is whether student-athletes do indeed graduate. Our data on academic progress cannot resolve this issue, as the members of the national sample were surveyed initially while they were still enrolled in Division I institutions. From our current activities to keep track of members of this sample, we know that some of the student-athletes who were surveyed in the Spring of 1988 have already left their institutions prior to graduation. They may have enrolled in other institutions. We will not know just how many student-athletes graduate from Division I institutions (or other postsecondary institutions) until we carry out the first follow-up study of the national sample. Preliminary work on this study is underway.

Another issue of possible concern is that student-athletes may come to Division I institutions with many units earned previously at other institutions (e.g., two-year institutions), which are then credited to them for the purposes of maintaining eligibility or meeting degree requirements. We find no differences between the mean numbers of transfer units credited to football and basketball players by Division I institutions and the units credited to extracurricular students by these institutions. Furthermore, we find no differences between the mean numbers of transfer units credited to football and basketball players by Division I institutions that are more successfully-competitive and the units credited to these student-athletes by Division I institutions that are less successfully-competitive.

Courses and Units Earned by Major Fields of Study

Tables 1-4 present the mean numbers of units (or credit hours) earned since enrollment by football and basketball players, student-athletes in other sports, and extracurricular students in 17 study areas. The prime study areas of arts and humanities, biological sciences, business, physical sciences, social sciences, and visual and performing arts are shown in boldface type on these tables. Student-athletes and extracurricular students earn the majority of their units in these six study areas. Each of the tables shows the data for one class, e.g., freshmen.

In Table 1, we see that freshman football and basketball players and student-athletes in other sports earn the largest numbers of units in three areas: arts and humanities, social sciences (which include psychology), and physical sciences (which include mathematics). Seventy percent of the units earned by freshman football and basketball players are earned in these areas, as compared to 73% for student-athletes in other sports. After these three areas, football and basketball players earn more units in the visual and performing arts than in any of the other areas; for student-athletes in other sports, the next most popular area is the biological sciences, wherein these student-athletes earn 8% of their units on the average. As freshmen, extracurricular students earn most of their units in the arts and humanities, social sciences, and the visual and performing arts. Sixty-nine percent of the units earned by freshman extracurricular students are earned in these three study areas. For these students, the physical sciences comprise the next most popular area, with an average of 14% of the total units earned in this area.

Table 1 shows that freshman football and basketball players earn about two units on the average in physical education courses (i.e., activity and theory courses combined), as compared to one unit on the average for student-athletes in other sports. In contrast, extracurricular students, who were often selected from lists of band members,

Table 1.
Mean Numbers of Units Earned in 17 Study Areas: Freshmen

	Football Basketball	Other Sports	Extra-curricular
Art and Humanities [1]	**9 (28%)**	**8 (27%)**	**9 (25%)**
Basic Skills	1 (4%)	0 (2%)	1 (2%)
Biological Sciences	**1 (4%)**	**2 (8%)**	**2 (5%)**
Business	**0 (1%)**	**0 (1%)**	**1 (2%)**
Communications	0 (1%)	0 (1%)	1 (2%)
Computer Sciences	0 (1%)	0 (1%)	0 (0%)
Education	1 (2%)	0 (1%)	1 (2%)
Engineering	0 (0%)	0 (1%)	0 (0%)
P.E. - Activity	1 (4%)	1 (3%)	0 (1%)
P.E. - Theory, Coaching	1 (2%)	0 (1%)	0 (0%)
Physical Sciences	**5 (17%)**	**5 (19%)**	**5 (14%)**
Professional Occupations	1 (2%)	0 (1%)	0 (2%)
Social Sciences	**8 (25%)**	**8 (27%)**	**8 (23%)**
Sports Management	0 (0%)	0 (0%)	0 (0%)
Sports Medicine & Physical Therapy	0 (0%)	0 (0%)	0 (0%)
Visual, Performing Arts	**2 (6%)**	**2 (5%)**	**7 (21%)**
Other	1 (3%)	1 (2%)	0 (1%)
Total	31 (100%)	27 (100%)	35 (100%)

[1] Boldface type indicates prime study areas

choral groups, and others in the performing arts, earn about seven units in courses classified as belonging to the visual and performing arts.

Table 2 presents the data for sophomores in these three groups. For football and basketball players and student-athletes in other sports, the three most popular study areas are the social sciences, arts and humanities, and the physical sciences. For extra-

Table 2.
Mean Numbers of Units Earned in 17 Study Areas: Sophomores

	Football Basketball	Other Sports	Extra-curricular
Art and Humanities [1]	**18 (25%)**	**16 (22%)**	**15 (20%)**
Basic Skills	2 (3%)	1 (1%)	1 (1%)
Biological Sciences	**3 (5%)**	**4 (6%)**	**4 (5%)**
Business	**2 (3%)**	**2 (3%)**	**1 (2%)**
Communications	1 (1%)	1 (2%)	2 (3%)
Computer Sciences	1 (1%)	1 (2%)	2 (3%)
Education	1 (2%)	1 (2%)	1 (2%)
Engineering	1 (1%)	2 (3%)	2 (2%)
P.E. - Activity	2 (3%)	2 (3%)	1 (1%)
P.E. - Theory, Coaching	1 (2%)	1 (2%)	1 (1%)
Physical Sciences	**10 (14%)**	**13 (19%)**	**15 (19%)**
Professional Occupations	2 (3%)	2 (3%)	1 (2%)
Social Sciences	**20 (28%)**	**17 (24%)**	**14 (19%)**
Sports Management	0 (0%)	0 (0%)	0 (0%)
Sports Medicine & Physical Therapy	0 (0%)	0 (0%)	0 (0%)
Visual, Performing Arts	**5 (7%)**	**4 (6%)**	**14 (19%)**
Other	1 (2%)	2 (2%)	1 (1%)
Total	70 (100%)	69 (100%)	75 (100%)

[1] Boldface type indicates prime study areas

curricular students, these three areas plus the visual and performing arts comprise the most popular areas. Extracurricular students earn as many units in the visual and performing arts by their sophomore year as in either the social sciences or physical sciences (i.e., 19% of the total units earned). Both football and basketball players and student-athletes in other sports earn about 5% of their total units in physical education courses by their sophomore year.

In Table 3, we see that, by the junior year, the areas of social sciences, arts and humanities, and physical sciences are the most popular for all three groups of students. Football and basketball players, student-athletes in other sports, and extracurricular students earn nearly 60% of their units in these three areas by their junior year. For the student-athletes, the visual and performing arts, business, and the biological sciences comprise the next most popular areas. For extracurricular students, the visual and

Table 3.
Mean Numbers of Units Earned in 17 Study Areas: Juniors

	Football Basketball	Other Sports	Extra-curricular
Art and Humanities [1]	**19 (19%)**	**17 (18%)**	**21 (19%)**
Basic Skills	2 (2%)	1 (1%)	1 (1%)
Biological Sciences	**5 (5%)**	**6 (6%)**	**5 (4%)**
Business	**8 (7%)**	**7 (7%)**	**6 (6%)**
Communications	3 (3%)	2 (2%)	2 (2%)
Computer Sciences	2 (2%)	2 (2%)	2 (2%)
Education	2 (2%)	3 (3%)	5 (5%)
Engineering	1 (1%)	2 (2%)	4 (4%)
P.E. - Activity	3 (3%)	2 (2%)	1 (1%)
P.E. - Theory, Coaching	3 (2%)	2 (2%)	0 (0%)
Physical Sciences	**11 (11%)**	**11 (12%)**	**17 (15%)**
Professional Occupations	4 (4%)	5 (5%)	3 (2%)
Social Sciences	**28 (27%)**	**26 (27%)**	**26 (24%)**
Sports Management	1 (1%)	1 (1%)	0 (0%)
Sports Medicine & Physical Therapy	0 (0%)	0 (0%)	0 (0%)
Visual, Performing Arts	**8 (8%)**	**6 (7%)**	**15 (14%)**
Other	3 (3%)	3 (3%)	1 (1%)
Total	103 (100%)	96 (100%)	109 (100%)

[1] Boldface type indicates prime study areas

performing arts followed by business and education constitute the most popular areas. By their junior year, extracurricular students earn 14% of their total units in the visual and performing arts. As a comparison, football and basketball players earn 7% of their total units, and student-athletes in other sports earn 5% of their total units, in physical education or related study areas (i.e., physical education—activity, physical education—theory, coaching, sports management, and sports medicine and physical therapy).

In Table 4, we see that, by the senior year, the social sciences, arts and humanities, and physical sciences account for more than 50% of the total units earned by all students. However, football and basketball players and student-athletes in other sports have earned 16 and 24 units, respectively, in business courses by their senior years. As shown in Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes,* business is by far the most popular major among football and basketball players and student-athletes in other sports (selected by almost 30% of each group). Social science is the most popular major for extracurricular students, selected by almost 20% of these students as shown in Report No. 1, and the largest number of units earned by extracurricular students by their senior year is in the social sciences (i.e., 34 units or 23% of the total number of units earned).

Among the student-athletes, 6 to 7% of the total units earned by the senior year are in physical education and related courses. (As stated in Report 1, between 5 and 10% of football and basketball players and student-athletes in other sports indicated that their major field of study is physical education.) For the extracurricular students, 17 units (12%) are earned on the average in the visual and performing arts by their senior year. These units plus those earned in the arts and humanities total 45 units, or 31% of the total units earned by extracurricular students by their senior year. In Report No. 1, we saw that about 13% of all extracurricular students indicated that their major field of study was the arts and humanities (which, for that report, included the visual and performing arts), making this area the third most popular major field of study behind the social sciences and business.

Tables 1-4 show great similarity in the types of courses taken by student-athletes and extracurricular students. Perhaps owing to the degree and "breadth" requirements of many university and college programs, these student groups tend to take most of their courses in the prime study areas of arts and humanities, biological sciences, business, physical sciences, social sciences, and visual and performing arts. Football and basketball players, other student-athletes, and extracurricular students also earn comparable numbers of total units in these areas in each year: freshman, sophomore, junior, and senior.

Table 4.
Mean Numbers of Units Earned in 17 Study Areas: Seniors

	Football Basketball	Other Sports	Extra-curricular
Art and Humanities [1]	**24 (17%)**	**24 (16%)**	**28 (19%)**
Basic Skills	2 (1%)	1 (1%)	1 (1%)
Biological Sciences	**5 (4%)**	**8 (5%)**	**6 (4%)**
Business	**16 (11%)**	**24 (15%)**	**9 (7%)**
Communications	5 (4%)	3 (2%)	7 (5%)
Computer Sciences	2 (1%)	3 (2%)	3 (2%)
Education	5 (3%)	2 (2%)	3 (2%)
Engineering	2 (1%)	2 (1%)	8 (6%)
P.E. - Activity	4 (3%)	3 (2%)	1 (1%)
P.E. - Theory, Coaching	4 (3%)	2 (1%)	0 (0%)
Physical Sciences	**14 (9%)**	**20 (13%)**	**18 (12%)**
Professional Occupations	11 (8%)	7 (4%)	5 (4%)
Social Sciences	**37 (26%)**	**40 (26%)**	**34 (23%)**
Sports Management	2 (1%)	3 (2%)	1 (1%)
Sports Medicine & Physical Therapy	0 (0%)	1 (1%)	0 (0%)
Visual, Performing Arts	**8 (5%)**	**7 (5%)**	**17 (12%)**
Other	4 (3%)	3 (2%)	2 (1%)
Total	145 (100%)	153 (100%)	143 (100%)

[1] Boldface type indicates prime study areas

Tables 5-8 present the mean numbers of units earned since enrollment in 17 study areas by football and basketball players in more or less successfully-competitive intercollegiate athletics programs. Each of these tables shows the data for one class, e.g., freshmen.

In Table 5, we see that four of the six prime study areas are the most popular among freshman football and basketball players in more successfully-competitive programs. In order of popularity, they are the social sciences (nine units), arts and humanities (seven units), physical sciences (five units), and biological sciences (two units). Together, these areas account for about 77% of all the units earned by these freshmen. Physical education and related courses account for one unit on the average,

Table 5.
Mean Numbers of Units Earned in 17 Study Areas by Football and Basketball Players in More or Less Successfully-Competitive Programs: Freshmen

	Football and Basketball	
	More Successfully-Competitive	Less Successfully-Competitive
Art and Humanities [1]	**7 (23%)**	**10 (30%)**
Basic Skills	1 (4%)	1 (4%)
Biological Sciences	**2 (8%)**	**1 (3%)**
Business	**0 (1%)**	**0 (1%)**
Communications	1 (2%)	0 (0%)
Computer Sciences	0 (0%)	0 (1%)
Education	0 (1%)	1 (3%)
Engineering	0 (1%)	0 (0%)
P.E. - Activity	1 (3%)	1 (4%)
P.E. - Theory, Coaching	0 (2%)	1 (2%)
Physical Sciences	**5 (17%)**	**5 (17%)**
Professional Occupations	1 (4%)	0 (1%)
Social Sciences	**9 (29%)**	**7 (23%)**
Sports Management	0 (0%)	0 (0%)
Sports Medicine & Physical Therapy	0 (0%)	0 (0%)
Visual, Performing Arts	**1 (4%)**	**2 (7%)**
Other	0 (1%)	1 (4%)
Total	28 (100%)	30 (100%)

[1] Boldface type indicates prime study areas

or about 5% of the total number of units earned. For football and basketball players in less successfully-competitive athletics programs, arts and humanities is the most popular area (10 units), followed by social sciences (seven units), physical sciences (five units), and visual and performing arts (two units). Physical education and related courses account for about two units on the average, or 6% of the total units earned.

By the sophomore year, football and basketball players in more successfully-competitive programs have earned 20 units in the social sciences, 15 units in the arts and humanities, and 10 units in the physical sciences, as is shown in Table 6. These three areas account for over 60% of the total units earned. For these student-athletes, the biological sciences, professional occupations, and visual and performing arts areas each comprise about 5% of the total units earned. Football and basketball players in less successfully-competitive programs also earn about 20 units in the social sciences and 10 units in the physical sciences by their sophomore year; in the arts and humanities, they earn about 19 units by the sophomore year, and in the visual and performing arts, they earn about 5 units. Physical education and related courses account for about 4% of the total units earned by football and basketball players in more successfully-competitive programs and for about 6% of the total units earned by those in less successfully-competitive programs.

In Table 7, we see that the social sciences area is most popular among football and basketball players, at least as measured by the total units earned by juniors in the subject area since enrollment. For those in more successfully-competitive programs, for example, units earned in the social sciences constitute about 26% of the total units earned by the junior year. The arts and humanities area is the next most popular one, followed by the physical sciences and visual and performing arts areas. By their junior year, football and basketball players in more successfully-competitive programs earn about 36% of their total units in these three areas combined. Physical education and related courses account for about 8% of the total units that football and basketball players in more successfully-competitive programs earn by the junior year, as compared to about 7% of the total units for those in less successfully-competitive programs.

Finally, Table 8 presents the mean numbers of units earned by football and basketball players in more or less successfully-competitive programs by their senior year. We see that, for seniors in either type of program, the social sciences account for the largest percentage of units earned (26%), followed by the arts and humanities. Business courses account for more than 10% of the total units earned by football and basketball players in either more or less successfully-competitive programs, and physical education and physical education-related courses account for less than 10% of the total units earned by these students. Football and basketball players in more successfully-competi-

Table 6.
Mean Numbers of Units Earned in 17 Study Areas by Football and Basketball Players in More or Less Successfully-Competitive Programs: Sophomores

	Football and Basketball			
	More Successfully-Competitive		Less Successfully-Competitive	
Art and Humanities [1]	**15**	**(22%)**	**19**	**(27%)**
Basic Skills	2	(3%)	2	(3%)
Biological Sciences	**4**	**(5%)**	**3**	**(4%)**
Business	**1**	**(2%)**	**3**	**(4%)**
Communications	2	(3%)	0	(1%)
Computer Sciences	1	(1%)	1	(1%)
Education	1	(2%)	1	(2%)
Engineering	1	(2%)	0	(0%)
P.E. - Activity	2	(3%)	2	(3%)
P.E. - Theory, Coaching	0	(1%)	2	(3%)
Physical Sciences	**10**	**(15%)**	**10**	**(14%)**
Professional Occupations	3	(5%)	1	(2%)
Social Sciences	**20**	**(29%)**	**20**	**(27%)**
Sports Management	0	(0%)	0	(0%)
Sports Medicine & Physical Therapy	0	(0%)	0	(0%)
Visual, Performing Arts	**4**	**(5%)**	**5**	**(7%)**
Other	1	(2%)	2	(2%)
Total	67	(100%)	71	(100%)

[1] Boldface type indicates prime study areas

tive programs, for example, earn about 11 units in physical education and related courses by their senior year, or about 6% of the total units they earn in all study areas.

Tables 5-8 show only small differences in the distributions of units earned by football and basketball players in more and less successfully-competitive athletics programs. The majority of the units earned by these student-athletes are in the prime

Table 7.
Mean Numbers of Units Earned in 17 Study Areas by Football and Basketball Players in More or Less Successfully-Competitive Programs: Juniors

	Football and Basketball			
	More Successfully-Competitive		Less Successfully-Competitive	
Art and Humanities [1]	**18**	**(18%)**	**20**	**(19%)**
Basic Skills	2	(2%)	2	(2%)
Biological Sciences	**5**	**(5%)**	**5**	**(5%)**
Business	**5**	**(5%)**	**9**	**(9%)**
Communications	3	(4%)	2	(2%)
Computer Sciences	2	(2%)	1	(1%)
Education	3	(3%)	2	(2%)
Engineering	0	(0%)	1	(1%)
P.E. - Activity	3	(4%)	3	(3%)
P.E. - Theory, Coaching	2	(3%)	3	(3%)
Physical Sciences	**9**	**(9%)**	**12**	**(12%)**
Professional Occupations	6	(6%)	3	(3%)
Social Sciences	**26**	**(26%)**	**29**	**(27%)**
Sports Management	1	(1%)	1	(1%)
Sports Medicine & Physical Therapy	0	(0%)	0	(0%)
Visual, Performing Arts	**9**	**(9%)**	**7**	**(7%)**
Other	3	(3%)	3	(3%)
Total	97	(100%)	103	(100%)

[1] Boldface type indicates prime study areas

study areas. Although freshman, sophomore, and junior football and basketball players in less successfully-competitive programs earn totals of about two more units per year than their counterparts in more successfully-competitive programs, by the senior year this difference disappears.

Table 8.
Mean Numbers of Units Earned in 17 Study Areas by Football and Basketball Players in More or Less Successfully-Competitive Programs: Seniors

	Football and Basketball			
	More Successfully-Competitive		Less Successfully-Competitive	
Art and Humanities [1]	**26**	**(16%)**	**24**	**(17%)**
Basic Skills	2	(1%)	2	(1%)
Biological Sciences	**6**	**(4%)**	**5**	**(4%)**
Business	**18**	**(12%)**	**15**	**(11%)**
Communications	6	(4%)	5	(3%)
Computer Sciences	1	(1%)	2	(1%)
Education	5	(3%)	5	(3%)
Engineering	1	(1%)	2	(2%)
P.E. - Activity	5	(3%)	4	(3%)
P.E. - Theory, Coaching	4	(2%)	4	(3%)
Physical Sciences	**13**	**(8%)**	**14**	**(10%)**
Professional Occupations	14	(9%)	10	(7%)
Social Sciences	**41**	**(26%)**	**35**	**(26%)**
Sports Management	2	(1%)	2	(1%)
Sports Medicine & Physical Therapy	0	(0%)	0	(0%)
Visual, Performing Arts	**11**	**(7%)**	**6**	**(5%)**
Other	3	(2%)	4	(3%)
Total	158	(100%)	139	(100%)

[1] Boldface type indicates prime study areas

Transfer Units

We examined the numbers of total transfer units credited to student-athletes and extracurricular students by their Division I institutions. We find that the mean numbers of transfer units credited on the transcripts of football and basketball players is 4.8, as compared to 5.1 for student-athletes in other sports and 4.6 for extracurricular students. A test of mean differences among the three groups on total transfer units credited by their Division I institutions showed no differences between football and basketball players and either of the other two groups. In making this test, we normalized the distributions prior to making comparisons and controlled for the effects of class standing within particular institutions.

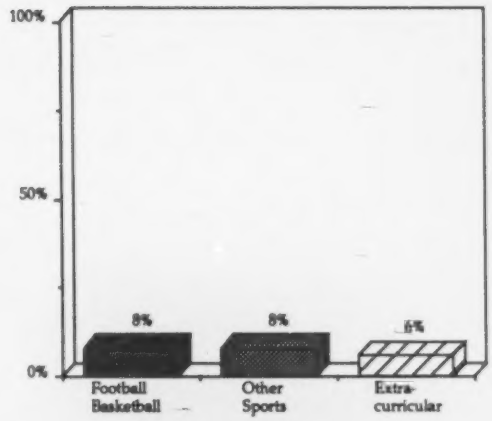

Figure 1. Students With 26 or More Transfer Units on Their Academic Transcripts, the Upper 10% of the Distribution.

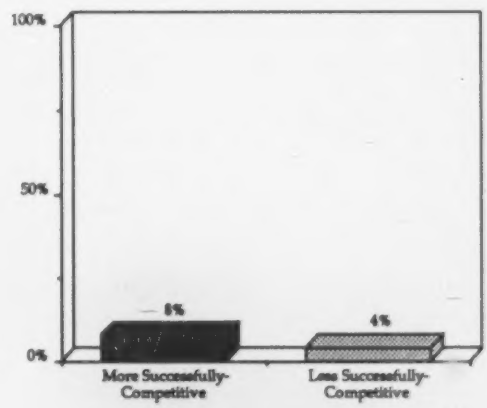

Figure 2. Football and Basketball Players in More and Less Successfully-Competitive Programs With 26 or More Transfer Units on Their Academic Transcripts.

Because there was evidence that the distributions of transfer units were skewed for the three groups, we were especially interested in the distributions of students with many transfer units among the three groups. Figure 1 shows the percentages of football and basketball players, student-athletes in other sports, and extracurricular students whose transcripts showed 26 or more transfer units credited by their Division I institutions. Twenty-six or more transfer units defines the upper 10% of the range of transfer units shown on the transcripts for this subsample of the national sample. As indicated in Figure 1, 8% of football and basketball players, 8% of student-athletes in other sports, and 6% of extracurricular students were in this upper 10% range. These differences between the three groups are very small.

In Figure 2, we again look at the percentages of students with 26 or more transfer units, this time for football and basketball players in more or less successfully-competitive intercollegiate athletics programs. Figure 2 shows that 8% of the football and basketball players in more successfully-competitive programs have 26 or more transfer units on their transcripts, as compared to 4% of the football and basketball players in

less successfully-competitive programs. We normalized the distributions for these two groups and tested for mean differences, controlling for class standing by institution. We find no differences between the groups on the average numbers of transfer units credited to them by their Division I institutions.

In sum, there seems to be no difference in the number of transfer units credited to the various groups of students in the transcript subsample: football and basketball players, student-athletes in other sports, and extracurricular students; football and basketball players in more successfully-competitive programs, and those in less successfully-competitive programs.

3. Academic Performance

Overview

In previous reports from the national study, we compared the cumulative grade-point averages (GPAs) of student-athletes to the cumulative GPAs of extracurricular students, and we found that extracurricular students have higher GPAs on the average. For both student-athletes and extracurricular students, however, it is important to look at academic performance in various areas, to see, for example, which study areas contribute to higher GPAs for some students and to lower GPAs for others. For student-athletes in particular, an issue that critics of intercollegiate athletics might raise is whether the GPAs that student-athletes are required to maintain to remain eligible for competition are being achieved by higher-than-average grades awarded in physical education courses (e.g., physical education activity courses). In this chapter, we begin to address this issue.

We find that football and basketball players and student-athletes in other sports do earn GPAs in physical education courses that are higher on average than their GPAs in other areas. Among seniors, for example, football and basketball players earn GPAs in physical education activity and physical education theory and coaching courses that are slightly more than one-half grade point higher than their highest average GPA in any of the prime study areas of arts and humanities, biological sciences, business, physical sciences, social sciences, and visual and performing arts (i.e., 3.24 for physical education courses versus 2.61 for visual and performing arts courses). We also find that freshman, sophomore, junior, and senior football and basketball players in more successfully-competitive athletics programs earn GPAs in physical education activity courses and physical education theory and coaching courses that average from .79 to 1.81 grade points higher than their GPAs in any of the prime study areas.

As a reference, we find that extracurricular students, about one-third of whom were selected from performing arts activities (e.g., band), earn GPAs in visual and performing arts courses that are higher on average than their GPAs in other areas. Among seniors, extracurricular students earn an average GPA of 3.27 in visual and performing arts courses, as compared to an average GPA of 2.97 in arts and humanities courses (the next-highest GPA these students earn in any of the prime study areas). In prime study areas outside the arts, extracurricular students earn their highest average GPA in the social sciences by the senior year (2.85).

For the most part, football and basketball players appear to earn lower GPAs than student-athletes in other sports and extracurricular students in the prime study areas as

freshmen, sophomores, juniors, and seniors. For example, among seniors, football and basketball players average GPAs in each of these areas appear to be about one-half grade-point lower than those of either student-athletes in other sports or extracurricular students. There are no mean differences between football and basketball players and extracurricular students in the number of terms these students have been placed on academic probation. Eighteen percent of football and basketball players have been placed on probation at least one time since their enrollment at college, as compared to 19% of student-athletes in other sports and 19% of extracurricular students.

Football and basketball players in more successfully-competitive athletics programs appear to earn lower GPAs for the most part than their counterparts in less successfully-competitive programs in each of the prime study areas. As freshmen, football players in the more successfully-competitive programs earn GPAs that appear to be about .41 grade points lower in these areas, as sophomores their GPAs appear to be about .11 grade points lower, as juniors their GPAs appear to be about .22 grade points lower, and as seniors their GPAs in these areas appear to be about .09 lower on average.

Despite evidence of lower GPAs in the prime study areas, there are no mean differences between football and basketball players in more or less successfully-competitive programs in the number of terms students have been placed on academic probation. Eighteen percent of football and basketball players in more successfully-competitive programs have been placed on probation at least once since enrollment, as compared to 22% of those in less successfully-competitive programs.

Cumulative Grade-Point Averages by Major Fields of Study

Tables 9-12 present the mean GPAs earned since enrollment by football and basketball players, student-athletes in other sports, and extracurricular students in 17 study areas. Each of these tables shows the data for one class, e.g., freshmen. GPAs are provided for all study areas in which at least one unit on the average had been completed. (Lines with dashes indicate those study areas with less than one unit completed on average.) The numbers in parentheses on these tables are effective sample sizes, which provide an indication of the actual sample sizes in relation to the sizes of the populations the samples represent when weighted. (See Chapter 4 for further explanation of these numbers.) The prime study areas—arts and humanities, biological sciences, business, physical sciences, social sciences, and visual and performing arts—are again shown in boldface type.

In Table 9, we see that freshman football and basketball players earn their highest

Table 9.
Grade-Point Averages in 17 Study Areas: Freshmen

	Football Basketball	Other Sports	Extra-curricular
Art and Humanities [1]	**2.39 (n=170)** [2]	**2.67 (n=72)**	**2.60 (n=80)**
Basic Skills	2.52 (n=37)	–	2.37 (n=7)
Biological Sciences	**1.87 (n=55)**	**2.09 (n=20)**	**2.32 (n=22)**
Business	–	–	**2.45 (n=10)**
Communications	–	–	2.64 (n=13)
Computer Sciences	–	–	–
Education	3.13 (n=34)	–	3.07 (n=15)
Engineering	–	–	–
P.E. - Activity	3.50 (n=82)	3.47 (n=35)	–
P.E. - Theory, Coaching	3.34 (n=49)	–	–
Physical Sciences	**2.01 (n=132)**	**2.28 (n=61)**	**2.08 (n=59)**
Professional Occupations	2.55 (n=35)	–	–
Social Sciences	**2.08 (n=186)**	**2.56 (n=69)**	**2.41 (n=73)**
Sports Management	–	–	–
Sports Medicine & Physical Therapy	–	–	–
Visual, Performing Arts	**2.38 (n=47)**	**2.95 (n=25)**	**3.40 (n=65)**
Other	2.53 (n=59)	2.79 (n=25)	–

[1] Boldface type indicates prime study areas

[2] The n values shown in parentheses are effective sample sizes

GPAs among the prime study areas in arts and humanities and visual and performing arts (2.39 and 2.38, respectively). Their average GPAs in the physical and social sciences are much closer to 2.00, while their average GPA in the biological sciences is 1.87. Football and basketball players earn their highest GPAs in physical education courses, GPAs that are about one grade point higher than their highest grade in any of the prime study areas (e.g., 3.50 for physical education activity courses versus 2.39 for arts and humanities courses).

Freshman student-athletes in other sports earn their highest GPAs among the prime study areas in visual and performing arts (2.95). In the sciences, their highest average GPA is in social sciences (2.56). These student-athletes earn their highest GPA overall in physical education activity courses (3.47). For extracurricular students, we see in Table 9 that their highest GPAs among the prime study areas are earned in visual and performing arts and arts and humanities. Their GPA in visual and performing arts, for example, is about one grade point higher than their highest GPA in any of the other prime study areas outside of the arts (i.e., 3.40 in visual and performing arts versus 2.41 in social sciences).

In Table 10, we see that by their sophomore year football and basketball players earn their highest GPAs in the prime study areas of visual and performing arts (2.61) and arts and humanities (2.58). In the sciences, their GPAs range from 2.31 in the social sciences to 1.90 in the biological sciences. The GPAs earned by these student-athletes in physical education courses are from .68 to .89 grade points higher than their average GPA in visual and performing arts courses. Their GPA in physical education activity courses is about one and one-half grade points higher than their lowest GPA among the prime study areas (i.e., biological sciences).

By their sophomore years, student-athletes in other sports and extracurricular students show similar patterns of GPAs among the prime study areas. Both groups earn their highest GPAs in visual and performing arts (3.05 versus 3.18), and in the sciences, they earn higher GPAs in social sciences (2.43 versus 2.31) and lower GPAs in biological sciences (2.16 versus 2.23). Student-athletes in other sports earn their highest GPAs in physical education activity and theory and coaching courses. The GPAs earned by these student-athletes in physical education activity courses is .69 grade points higher than the GPA they earn in visual and performing arts courses.

Table 11, with the mean cumulative GPAs for juniors, shows that all three groups of students earn their highest GPAs among the prime study areas in visual and performing arts. However, the GPA for extracurricular students appears to be about one-half grade point higher than the GPA for either football and basketball players or student-athletes in other sports. In the sciences, football and basketball players earn their highest GPA in social sciences, as do both student-athletes in other sports and extracurricular students. The GPA for football and basketball players in social sciences appears to be about one-quarter grade point lower than the GPA for extracurricular students. For each of the three groups of students, the highest GPAs are earned in physical educa-

Table 10.
Grade-Point Averages in 17 Study Areas: Sophomores

	Football Basketball	Other Sports	Extra-curricular
Art and Humanities [1]	**2.58 (n=171)** [2]	**2.68 (n=79)**	**2.68 (n=44)**
Basic Skills	3.00 (n=42)	3.17 (n=13)	3.34 (n=3)
Biological Sciences	**1.90 (n=86)**	**2.16 (n=48)**	**2.23 (n=19)**
Business	**2.07 (n=60)**	**2.23 (n=33)**	**1.86 (n=9)**
Communications	2.03 (n=41)	2.81 (n=19)	2.77 (n=10)
Computer Sciences	2.32 (n=43)	2.49 (n=27)	2.25 (n=15)
Education	2.75 (n=45)	3.08 (n=23)	2.63 (n=6)
Engineering	2.46 (n=13)	2.73 (n=4)	2.27 (n=5)
P.E. - Activity	3.50 (n=76)	3.74 (n=45)	3.31 (n=14)
P.E. - Theory, Coaching	3.29 (n=55)	3.34 (n=28)	3.28 (n=3)
Physical Sciences	**2.16 (n=146)**	**2.34 (n=71)**	**2.17 (n=39)**
Professional Occupations	2.30 (n=58)	2.95 (n=22)	3.03 (n=11)
Social Sciences	**2.31 (n=174)**	**2.43 (n=98)**	**2.31 (n=38)**
Sports Management	–	–	–
Sports Medicine & Physical Therapy	–	–	–
Visual, Performing Arts	**2.61 (n=115)**	**3.05 (n=67)**	**3.18 (n=38)**
Other	2.67 (n=59)	3.12 (n=40)	2.65 (n=10)

[1] Boldface type indicates prime study areas

[2] The n values shown in parentheses are effective sample sizes

tion activity courses. The absolute difference for each group in GPAs for physical education courses and for courses in visual and performing arts is greatest for student-athletes in other sports (.92 grade points, or 3.74 - 2.82).

Finally, Table 12 presents the mean GPAs for seniors in each of the three student groups. Visual and performing arts, once again, is the prime study area in which each group earns its highest GPAs, and arts and humanities is the area in which it earns its

Table 11.
Grade-Point Averages in 17 Study Areas: Juniors

	Football Basketball	Other Sports	Extra-curricular
Art and Humanities [1]	**2.45 (n=147)** [2]	**2.68 (n=79)**	**2.91 (n=62)**
Basic Skills	3.07 (n=49)	3.12 (n=6)	3.31 (n=7)
Biological Sciences	**2.07 (n=75)**	**2.16 (n=42)**	**2.59 (n=33)**
Business	**2.20 (n=66)**	**2.34 (n=49)**	**2.40 (n=28)**
Communications	2.36 (n=56)	2.33 (n=10)	3.17 (n=12)
Computer Sciences	2.21 (n=38)	2.50 (n=39)	2.64 (n=21)
Education	2.78 (n=65)	2.82 (n=38)	3.15 (n=20)
Engineering	2.16 (n=17)	2.64 (n=11)	2.63 (n=11)
P.E. - Activity	3.55 (n=77)	3.74 (n=53)	3.54 (n=19)
P.E. - Theory, Coaching	3.30 (n=57)	3.28 (n=25)	–
Physical Sciences	**2.12 (n=130)**	**2.39 (n=88)**	**2.32 (n=58)**
Professional Occupations	2.43 (n=70)	2.88 (n=46)	3.33 (n=21)
Social Sciences	**2.29 (n=152)**	**2.40 (n=84)**	**2.63 (n=57)**
Sports Management	2.57 (n=20)	2.42 (n=14)	–
Sports Medicine & Physical Therapy	–	–	–
Visual, Performing Arts	**2.70 (n=121)**	**2.82 (n=57)**	**3.26 (n=45)**
Other	2.95 (n=75)	2.87 (n=47)	3.24 (n=19)

[1] Boldface type indicates prime study areas

[2] The n values shown in parentheses are effective sample sizes

next-highest marks. Football and basketball players earn GPAs in visual and performing arts that appear to be slightly more than one-half grade point lower than those earned by student-athletes in other sports and extracurricular students. Football and basketball players also appear to earn GPAs that are about one-half grade point lower than the other two student groups in arts and humanities.

Table 12.
Grade-Point Averages in 17 Study Areas: Seniors

	Football Basketball	Other Sports	Extra-curricular
Art and Humanities [1]	**2.40 (n=103)** [2]	**2.93 (n=55)**	**2.97 (n=74)**
Basic Skills	3.00 (n=29)	3.14 (n=12)	3.38 (n=7)
Biological Sciences	**1.84 (n=51)**	**2.71 (n=31)**	**2.35 (n=40)**
Business	**2.28 (n=63)**	**2.74 (n=33)**	**2.77 (n=34)**
Communications	2.57 (n=52)	3.06 (n=9)	3.12 (n=29)
Computer Sciences	1.90 (n=41)	2.91 (n=38)	2.50 (n=30)
Education	2.66 (n=45)	2.88 (n=23)	3.27 (n=24)
Engineering	2.77 (n=12)	2.55 (n=5)	2.82 (n=15)
P.E. - Activity	3.49 (n=57)	3.82 (n=36)	3.43 (n=27)
P.E. - Theory, Coaching	3.00 (n=45)	3.32 (n=9)	–
Physical Sciences	**1.99 (n=91)**	**2.69 (n=52)**	**2.55 (n=66)**
Professional Occupations	2.51 (n=58)	3.07 (n=39)	3.05 (n=33)
Social Sciences	**2.32 (n=103)**	**2.88 (n=55)**	**2.85 (n=74)**
Sports Management	2.67 (n=26)	2.89 (n=12)	2.88 (n=15)
Sports Medicine & Physical Therapy	–	3.35 (n=4)	–
Visual, Performing Arts	**2.61 (n=78)**	**3.21 (n=37)**	**3.27 (n=61)**
Other	2.55 (n=53)	3.26 (n=34)	3.17 (n=28)

[1] Boldface type indicates prime study areas

[2] The n values shown in parentheses are effective sample sizes

In the biological and physical sciences, football and basketball players earn their lowest GPAs among the prime study areas—1.84 and 1.99, respectively. These areas are also the ones in which student-athletes in other sports and extracurricular students earn their lowest GPAs among the prime study areas. For student-athletes in other sports, however, their GPAs in biological and physical sciences are 2.71 and 2.69, respectively, and for extracurricular students, their GPAs in these fields are 2.35 and 2.55.

In Table 12, we see that football and basketball players earn GPAs of 2.28 on the average by their senior year in business, the field of study in which most of these student-athletes plan to take their degrees, as described in Report No. 1. As a comparison, student-athletes in other sports earn GPAs of 2.74 in business, which is also their most popular degree field. Extracurricular students earn averages of 2.85 in the social sciences, which is their most popular degree field. Football and basketball players earn their highest GPAs in physical education and basic skills courses. Student-athletes in other sports and extracurricular students also earn their highest GPAs in physical education activity courses, but each of these groups takes somewhat fewer activity courses than football and basketball players do.

Tables 9-12 show that within each of the three student groups, performance in the prime study areas follows relatively the same pattern. Visual and performing arts and arts and humanities are the areas in which students earn the highest GPAs, and the biological and physical sciences are the areas in which they earn the lowest GPAs. Outside of the prime study areas, student-athletes and extracurricular students earn their highest GPAs in physical education activity courses. Comparing the three groups as freshmen, sophomores, juniors, and seniors, we find that, for the most part, football and basketball players appear to earn lower GPAs in the prime study areas than do either of the other student groups, and that the GPAs they earn in physical education courses are usually higher relative to their highest GPA among the prime study areas.

Tables 13-16 present the mean GPAs that football and basketball players in more or less successfully-competitive intercollegiate athletics programs have earned in 17 study areas since enrollment. Each of these tables shows the data for one class, e.g., freshmen.

In Table 13, we see that among the prime study areas, freshman football and basketball players in more successfully-competitive programs earn their highest GPA on average in the arts and humanities (2.11). In biological, physical, and social sciences and in visual and performing arts, these students earn GPAs of 1.94 and below. In contrast, the average GPA for these students in physical education activity courses is almost 4.00.

Football and basketball players in less successfully-competitive athletics programs appear to earn higher GPAs than their counterparts in the more successfully-competitive programs in every prime study area (except business, where, as freshmen, neither group of students has yet earned any units). The differences in the two groups' average GPAs range from .22 grade points in biological sciences and social sciences to .86

Table 13.
Grade-Point Averages in 17 Study Areas Earned by Football and Basketball Players in More or Less Successfully-Competitive Programs: Freshmen

	Football and Basketball	
	More Successfully-Competitive	Less Successfully-Competitive
Art and Humanities [1]	**2.11 (n=80)** [2]	**2.55 (n=94)**
Basic Skills	2.66 (n=17)	2.44 (n=20)
Biological Sciences	**1.77 (n=28)**	**1.99 (n=27)**
Business	–	–
Communications	2.14 (n=11)	–
Computer Sciences	–	–
Education	–	3.04 (n=24)
Engineering	–	–
P.E. - Activity	3.92 (n=43)	3.12 (n=39)
P.E. - Theory, Coaching	–	3.27 (n=31)
Physical Sciences	**1.83 (n=61)**	**2.12 (n=74)**
Professional Occupations	2.46 (n=16)	–
Social Sciences	**1.94 (n=79)**	**2.16 (n=109)**
Sports Management	–	–
Sports Medicine & Physical Therapy	–	–
Visual, Performing Arts	**1.74 (n=18)**	**2.60 (n=31)**
Other	–	2.59 (n=46)

[1] Boldface type indicates prime study areas

[2] The n values shown in parentheses are effective sample sizes

grade points in visual and performing arts. Physical education activity and theory and coaching courses provide football and basketball players in less successfully-competitive programs with their highest GPAs, 3.12 and 3.27, respectively.

Table 14 presents the data for sophomores. In Table 14, we see that football and basketball players in more successfully-competitive athletics programs earn GPAs among the prime study areas ranging from 2.43 in visual and performing arts and 2.34 in arts and humanities to 2.10 and 1.86 in the physical and biological sciences. Their

Table 14.
Grade-Point Averages in 17 Study Areas Earned by Football and Basketball Players in More or Less Successfully-Competitive Programs: Sophomores

	Football and Basketball	
	More Successfully-Competitive	Less Successfully-Competitive
Art and Humanities [1]	**2.34 (n=79)** [2]	**2.71 (n=99)**
Basic Skills	3.03 (n=18)	2.99 (n=25)
Biological Sciences	**1.86 (n=37)**	**1.91 (n=50)**
Business	**2.19 (n=23)**	**2.02 (n=39)**
Communications	1.84 (n=27)	–
Computer Sciences	2.41 (n=20)	2.27 (n=24)
Education	3.10 (n=20)	2.60 (n=28)
Engineering	2.22 (n=8)	–
P.E. - Activity	3.73 (n=39)	3.44 (n=42)
P.E. - Theory, Coaching	–	3.25 (n=45)
Physical Sciences	**2.10 (n=62)**	**2.19 (n=90)**
Professional Occupations	2.34 (n=25)	2.27 (n=32)
Social Sciences	**2.26 (n=79)**	**2.34 (n=102)**
Sports Management	–	–
Sports Medicine & Physical Therapy	–	–
Visual, Performing Arts	**2.43 (n=44)**	**2.68 (n=76)**
Other	2.08 (n=22)	2.86 (n=40)

[1] Boldface type indicates prime study areas

[2] The n values shown in parentheses are effective sample sizes

counterparts in less successfully-competitive programs appear to earn higher GPAs in each of the prime study areas except for business. Physical education activity courses remain the source of highest GPAs for those in more successfully-competitive programs; the difference between their average GPA in these courses and their highest GPA among the prime study areas is about one and one-third grade point (i.e., the difference between 3.73 for physical education activity courses and 2.43 for visual and performing arts courses). For those in less successfully-competitive programs, the difference between their GPA in physical education activity courses and their highest GPA in a prime study area (i.e., 2.71 in arts and humanities) is about three-quarters of a grade point.

In Table 15, we see that for junior football and basketball players in more successfully-competitive programs the highest GPA in a prime study area is 2.50 in visual and performing arts. The lowest GPA earned by these student-athletes among the prime study areas is 1.85 in biological sciences. In physical education activity courses, however, these student-athletes earn an average GPA of 3.77.

Football and basketball players in less successfully-competitive athletics programs earn their highest GPAs among the prime study areas in visual and performing arts (2.80) and arts and humanities (2.54). Their lowest GPAs among these study areas are 2.25 in business and 2.14 in physical sciences. Their GPA in physical education activity courses is 3.43, about two-thirds of a grade point above their GPA in visual and performing arts.

For senior football and basketball players in more successfully-competitive programs, biological and physical sciences are the prime study areas that seem to pose the greatest difficulties, as seen in Table 16. Their average GPAs in these areas are 1.99 and 1.86, respectively. Visual and performing arts and arts and humanities are the prime study areas in which they earn their highest GPAs—2.50 and 2.29, respectively. Physical education activity courses provide these student-athletes with GPAs about one and one-quarter grade point above their highest GPA in a prime study area.

For senior football and basketball players in less successfully-competitive programs biological and physical sciences also appear to pose the greatest difficulties. Their average GPAs in these areas are 1.72 and 2.08, respectively. Among the other prime study areas, these student-athletes earn their highest GPAs in visual and performing arts (2.71) and arts and humanities (2.47). Physical education activity courses provide an average GPA for these students that is about three-quarters of a grade point above their highest GPA in a prime study area.

Table 15.
Grade-Point Averages in 17 Study Areas Earned by Football and Basketball Players in More or Less Successfully-Competitive Programs: Juniors

	Football and Basketball	
	More Successfully-Competitive	Less Successfully-Competitive
Art and Humanities [1]	**2.29 (n=62)** [2]	**2.54 (n=89)**
Basic Skills	3.24 (n=18)	2.96 (n=31)
Biological Sciences	**1.85 (n=32)**	**2.21 (n=43)**
Business	**2.08 (n=22)**	**2.25 (n=45)**
Communications	2.53 (n=27)	2.19 (n=29)
Computer Sciences	2.38 (n=14)	2.13 (n=24)
Education	2.77 (n=28)	2.78 (n=37)
Engineering	–	2.12 (n=11)
P.E. - Activity	3.77 (n=39)	3.43 (n=43)
P.E. - Theory, Coaching	2.81 (n=19)	3.46 (n=40)
Physical Sciences	**2.06 (n=50)**	**2.14 (n=83)**
Professional Occupations	2.43 (n=29)	2.44 (n=41)
Social Sciences	**2.19 (n=65)**	**2.34 (n=90)**
Sports Management	2.11 (n=7)	2.81 (n=13)
Sports Medicine & Physical Therapy	–	–
Visual, Performing Arts	**2.50 (n=48)**	**2.80 (n=75)**
Other	2.79 (n=30)	3.01 (n=49)

[1] Boldface type indicates prime study areas

[2] The n values shown in parentheses are effective sample sizes

In business, the (prime) study area most often cited by football and basketball players as the field in which they expect to take their degrees, those in more successfully-competitive programs earn GPAs of 2.19 on average, while those in less successfully-competitive programs earn GPAs of 2.33. For these student-athletes, business courses account for about 12% and 11%, respectively, of the total units earned by the senior year.

Table 16.
Grade-Point Averages in 17 Study Areas Earned by Football and Basketball Players in More or Less Successfully-Competitive Programs: Seniors

	Football and Basketball	
	More Successfully-Competitive	Less Successfully-Competitive
Art and Humanities [1]	**2.29 (n=44)** [2]	**2.47 (n=59)**
Basic Skills	3.01 (n=13)	2.99 (n=17)
Biological Sciences	**1.99 (n=23)**	**1.72 (n=28)**
Business	**2.19 (n=29)**	**2.33 (n=35)**
Communications	2.78 (n=25)	2.37 (n=27)
Computer Sciences	1.91 (n=17)	1.90 (n=24)
Education	2.57 (n=18)	2.73 (n=27)
Engineering	2.66 (n=7)	2.96 (n=6)
P.E. - Activity	3.73 (n=26)	3.34 (n=31)
P.E. - Theory, Coaching	3.10 (n=17)	2.96 (n=28)
Physical Sciences	**1.86 (n=39)**	**2.08 (n=52)**
Professional Occupations	2.43 (n=26)	2.58 (n=32)
Social Sciences	**2.22 (n=44)**	**2.39 (n=59)**
Sports Management	2.46 (n=12)	2.85 (n=13)
Sports Medicine & Physical Therapy	–	–
Visual, Performing Arts	**2.50 (n=37)**	**2.71 (n=41)**
Other	2.23 (n=21)	2.74 (n=32)

[1] Boldface type indicates prime study areas

[2] The n values shown in parentheses are effective sample sizes

Tables 13-16 show that football and basketball players in more successfully-competitive athletics programs appear to earn lower GPAs for the most part than their counterparts in less successfully-competitive programs in each of the prime study areas. In addition, the average GPAs earned in physical education activity courses by those in more successfully-competitive programs appear to be higher relative to GPAs earned in

the prime study areas than are the GPAs in these courses for their counterparts in less successfully-competitive programs.

Academic Status by Term

In Report No. 1, which presented summary findings from the national study, we saw that about 27% of football and basketball players, 26% of student-athletes in other sports, and 19% of extracurricular students say they have been placed on academic probation at least once by their institutions. To study this more carefully, we analyzed the transcripts of these students to see whether there were differences among the three groups in the mean numbers of terms students were actually placed on probation by their Division I colleges and universities. We found no differences between football and basketball players and either student-athletes in other sports or extracurricular students on this measure. Eighteen percent of football and basketball players were found to have been placed on academic probation by their institutions at least once since enrollment, as compared to 19% of student-athletes in other sports and 19% of extracurricular students.

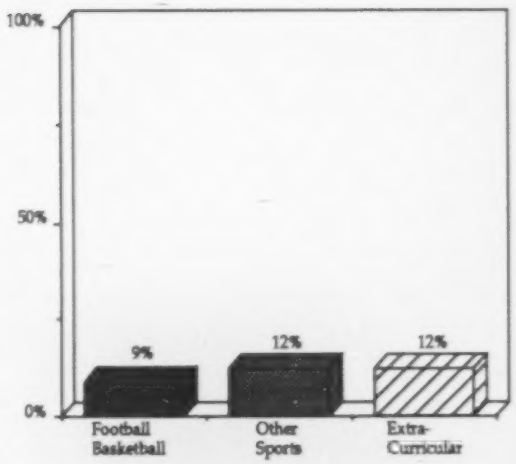

Figure 3. Students With Two or More Terms on Academic Probation as Shown on Their Transcripts, the Upper 10% of the Distribution.

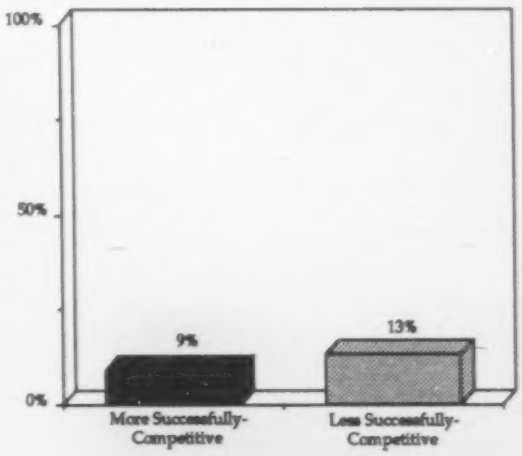

Figure 4. Football and Basketball Players in More and Less Successfully-Competitive Programs With Two or More Terms on Academic Probation.

We also compared football and basketball players in more and less successfully-competitive programs to see if there were differences in the frequency with which these student-athletes were placed on academic probation by their institutions. We found no differences between the groups; 18% of football and basketball players in more successfully-competitive athletics programs were found to have been placed on academic probation by their institutions at least once since enrollment, as compared to 22% of those in less successfully-competitive programs, a difference that is not significant statistically.

In making these comparisons, we saw evidence of skewness in the data distribu-

tions for the different groups; that is, while most students in each of the groups had **never** been placed on probation or disqualified for academic reasons, some students in each of the groups had **often** been placed on such status. To examine more carefully the characteristics of those students who had been placed on probationary status, we looked at the percentages of students in each of the groups who had been placed on probation or disqualified for academic reasons for two or more terms. Students with this number of probationary classifications ranked in the top 10% of the distribution based on our sample of 2,077 transcripts. We look at the results of these comparisons in Figures 3 and 4.

In Figure 3, we see that 9% of football and basketball players, 12% of student-athletes in other sports, and 12% of extracurricular students have been placed on academic probation or disqualified for academic reasons in two or more terms by their Division I institutions. In Figure 4, we see that among football and basketball players, 9% of those in more successfully-competitive programs have been placed on academic probation or disqualified for two or more terms, as compared to 13% of those enrolled in institutions with less successfully-competitive institutions.

4. Technical Information about this Report

In conducting the 1987-88 National Study of Intercollegiate Athletes, we asked each participating student to release his or her official college transcript to AIR for research purposes. Of the 4,083 student-athletes and comparison students who completed questionnaires, 99% also completed the permission slips authorizing their schools to send copies of their transcripts to Palo Alto for analysis.

The transcripts we received ranged from one to several pages for each student, with course names and grading procedures that varied from one campus to another. Our task was to translate this information into a consistent, logical form, with all courses and all grades treated the same way, so that we could describe the data for the various groups of students and report on the implications of any patterns we found.

The first section of this chapter reviews the general methodology used for the National Study of Intercollegiate Athletes. The second describes the steps we took to translate individual transcripts into the data for this report. These steps include developing a sampling strategy, coding and keying the transcript information, and weighting the resulting data for analysis.

Overview of Survey Methodology

For the 1987-88 National Study of Intercollegiate Athletes, we gathered information from full-time undergraduate students who participated in intercollegiate sports at colleges and universities that were Division I members of the NCAA. To provide a comparison for these student-athletes at the same colleges and universities, we also gathered information from full-time undergraduate students who participated extensively in other extracurricular activities, such as band or orchestra, drama or other performing arts, student newspaper or radio, or college work-study programs. By sampling students who, like athletes, participated in a nonacademic activity involving an extensive time commitment, we ensured that any differences between athletes and nonathletes were not due solely to differences in time spent on a nonacademic activity. (For detailed information about the design and methods of the study, see Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes.*)

Sample

For the study, we drew a sample of 42 Division I colleges and universities to reflect the variation in location, size, and public or private status of all 291 Division I institutions. We selected the 42 at random from within the conferences and independent groups that make up Division I of the NCAA. We selected 21 institutions from Division

I-A, 11 from Division I-AA, and 10 from Division I-AAA. Three of the 42 were predominantly Black institutions.

We selected student-athletes and comparison students at the 42 institutions in sufficient numbers to be confident that we were accurately representing all student-athletes in Division I colleges and universities. We selected the students from specific groups. If possible at each of the 42 Division I institutions, we selected a sample of 110:

- 80 student-athletes: 30 football players, 10 men's basketball players, 10 women's basketball players, 10 men and 10 women with athletic grants in other sports, and a mixed group of 10 men and women without grants in other sports
- 20 students extensively involved in other extracurricular activities
- 10 Black students not included in either the student-athlete group or the extracurricular group

We made adjustments in the sizes of the student-athlete samples at institutions that either did not have football or women's basketball or did not compete in them at the Division I level. The total sample drawn included 4,259 student-athletes and comparison students.

When we drew the 4,259 students for our primary sample, we also selected alternates in numbers equal to half the size of the primary sample. For example, we selected at random 10 women's basketball players as primary sample members at each institution and 5 as alternate sample members if 5 were available. When primary sample members could not be located or refused to participate in the study, we turned to alternate sample members.

Instruments

We designed separate questionnaires for student-athletes, extracurricular students, and the special sample of Black students. All three questionnaire forms contained a common core of questions with the words changed to fit the characteristics of the groups. The questionnaires were designed to collect broad, baseline data and focused on the following:

- aspirations and expectations
- academic preparation and performance
- athletic participation

- recruitment experiences
- personal and interpersonal experiences while in college
- physical and emotional health

(For copies of the questionnaires, see Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes.*)

Data collection

All data were collected by AIR staff who worked at the 42 campuses during the period from March to July 1988. We assembled student-athletes and comparison students in small groups, typically five or fewer, to fill in questionnaires, with only the students and AIR data collectors present. Students took an average of 50 minutes to complete the questionnaires. They were also asked to give AIR written permission to obtain copies of their high school and college transcripts and scores from the American College Testing (ACT) Assessment Program or Scholastic Aptitude Test (SAT).

At every campus, AIR staff worked with a liaison from the institution, such as the Vice President for Student Affairs; however, we completely controlled the data collection process. We used a specially designed system of identification codes to keep the identities of the institutions and students confidential.

We did not require students to grant us permission to obtain copies of their college transcripts in order for them to participate in the study. However, as noted above, 99% of the 4,083 students who participated in the study filled out the necessary permission forms which enabled us to obtain transcripts. With the help of our field staff and our institutional liaisons, we made the necessary arrangements with the Registrar's office on each campus and had transcripts sent to us in Palo Alto. Throughout the period we worked with these transcript data, all physical transcripts were stored securely; when our work was complete, they were destroyed.

Preparation and Analysis of Student Transcripts

Selecting subsamples of institutions for analysis

We knew that coding transcript data for 4,083 students was likely to be a formidable task; only for one or two previous studies had such a task ever been undertaken with this number of college transcripts. To make a portion of these data available for our first report (Report No. 1: *Summary Results from the 1987-88 National Study of Inter-*

collegiate Athletes, November 1988), we began by selecting a subsample of 12 institutions from the original sample of 42. This also allowed us to see how much time and effort would be required to complete the job.

Working with this sample of 12 institutions (8 selected from Division I-A and 2 each from Divisions I-AA and I-AAA), we coded **every element** on every one of the approximately 1,200 transcripts—course names and numbers, dates of academic terms, units attempted, grades, units earned, and so on, including transfer units. We completed the coding and the analysis of the transcripts from these institutions in time for the data to be included in Report No. 1. The work was more time consuming than we had anticipated, however, requiring approximately seven-to-nine person-days to code and check the codes for each institution. We concluded that the only approach to analyzing transcripts for a separate report, given the resources available and the need for accuracy in reporting on the status of Division I, was to streamline the tasks slightly and to increase our subsample from 12 to 21 institutions, or one-half the size of the original sample of 42 institutions.

Increasing the subsample of institutions. We increased the 12-institution transcript subsample by selecting a second subsample of 9 institutions. We selected these additional institutions at random from within Divisions I-A, I-AA, and I-AAA. Of the 21 institutions in the resulting combination of the two transcript samples, 13 are Division I-A institutions; 4 institutions each are from Divisions I-AA and I-AAA.

The total number of transcripts received and coded for the institutions in the 21-institution transcript sample was 2,077. Of this number, 1,611 were the transcripts of students who had been selected originally as members of the primary sample; the remaining 466 students had originally been selected as alternates. The rates of receipt of transcripts for primary students at the 21 schools in the subsample were above 75% for all the student-athlete groups, save for the other sports—no grants participants (where the rate was 69%). For the comparison students, the rates of receipt of transcripts were not as high; we received transcripts for 64% of the extracurricular students in the transcript sample who had been designated as primary sample members for the national study. For the comparison group of Black students not in either the student-athlete group or the extracurricular group, the rate of receipt of transcripts from primary sample members was 49%. The data for these Black students are not reported in this report.

Streamlining the coding process. To "streamline" the coding process for the (second) subsample of nine institutions, we decided to discontinue the coding of departments, numbers, units, and grades for individual transfer courses. (We continued

to code the total number of transfer units credited to students by their institutions.) In addition, we discontinued the coding of names and units earned for nontransfer courses (units earned were subsequently derived for these courses from units attempted and grades received for particular courses), and we limited the coding of major and minor fields of study to one major—rather than the four majors and four minors for each student that were previously possible for coding purposes. (In fact, only a few students in the original subsample of 12 institutions reported more than one major, and minor fields of study were not usually listed on transcripts.)

The most significant change in coding procedures was clearly the decision to no longer code the specific course information for transfer courses. In practice, this reduced the time required to code student transcripts by several hours. Further research on the numbers and types of transfer courses accepted by Division I institutions for student-athletes versus comparison students, however, must be based on the initial subsample of 12 institutions (i.e., the "original" transcript sample). Studies of courses taken and course performance in Division I institutions, such as are presented in this report, may use the combined sample of 21 institutions.

Coding and entering transcript information

We developed a coding-data entry software system that was designed to increase coder accuracy. This system featured on-line reference tables with automatic entry capabilities and a "learning" feature, which allowed codes for courses that had previously been coded for a particular institution to be entered automatically. For each transcript that was coded, two types of records were created by the software system—one transcript record, which included summary information for the entire transcript (e.g., cumulative grade-point average, degrees previously awarded), and multiple course records, which included the specific information about individual courses (e.g., department and course number, units attempted). These types of records are described in the following paragraphs.

Transcript record. To begin data entry for a student, coders first entered the two-digit institution code used for the national study. A screen then appeared with the list of all of the study participants from the institution selected, and the coder scrolled down the list until reaching the student's name that matched the name on the transcript. Selecting the student's name automatically entered the student's identification code into the transcript record, which appeared on the computer screen as a one-page data entry form.

For each student, coders entered four items of information onto the transcript record:

1. **College major and minor**—The Higher Education General Information Survey (HEGIS) code system is based on Classification of Instructional Program (CIP) codes and has two-digit numbers for 44 major fields of study plus "Undeclared" and "Omitted in Error." We used this coding system for the national study, adding a code for "Uncodeable" majors—i.e., for the few majors that did not fit into one of these established codes. Coders entered the two-digit code for each declared major on the transcript directly or by scrolling down a list of majors and selecting the one closest to that on the transcript (the code would then be automatically entered into the record). If the choice of code was not clear, coders checked the book of HEGIS code descriptions, to ensure that the major listed on the transcript was interpreted correctly. If the major itself was not clear, coders consulted our research materials for that institution (these are described below).

   After the two-digit code for the major was entered, the name associated with the code appeared on the screen as an accuracy check. Coders then verified that the code was the one intended. If the code was incorrect, coders made the necessary corrections immediately. If the code was correct, coders were instructed to type over the code name, inserting the exact name of the major field of study used by the institution.

   These procedures were followed for up to four majors and four minor fields of study on every transcript for the initial subsample of 12 institutions and for one major on the second subsample of nine institutions.

2. **Cumulative grade-point average (GPA)**—All GPAs were based on a four-point scale, and most transcripts included cumulative grade-point averages as one element of information. In those cases where cumulative GPAs were not already computed, coders made the calculations. These were checked by at least one supervisor, and, when verified, the averages were entered into the record. (The majority of the institutions in the sample provided cumulative GPAs on their transcripts.)

3. **Transfer credits**—Institutions either reported the total number of transfer units credited to the individual or they included with the official transcript of the student the transcript(s) from any other institutions from which transfer credits had been accepted. Coders entered the total numbers of units earned by stu-

dents from other higher education institutions that had been accepted as units toward meeting graduation requirements by the institution in which they were presently enrolled. Advanced placement (AP) credits, which are awarded on the basis of test scores, were not included among these transfer credits.

4. **Degrees earned**—Coders entered any information on degrees previously earned by students as this information appeared on the transcripts, e.g., AA degree in early childhood education, 1987.

When these four items were entered, the data entry form for the first course taken by the student appeared on the computer screen.

Course record. For each course (or class) that appeared on a student's transcript, coders entered 10 items of information:

1. **Department and course number**—The department name (or abbreviation) and the course number that appeared on the transcript were entered, just as they were listed on the transcript.

2. **Course code**—The CIP codes, a system of more than 1,000 six-digit numbers differentiating among types of postsecondary courses, were used. Coders reviewed the name of the course and used an on-line list of the code numbers and names to find the correct code and enter it. In many cases, coders had to consult the manual of CIP codes for descriptions of the types of courses included in a code.

   For example, a course in Physics might be coded 40.0801 for General Physics; 40.0802 for Atomic or Molecular Physics; 40.0806 for Nuclear Physics; 40.0807 for Optics; 40.0808 for Solid State Physics; or 40.0899 for Other Physics. Often, it was not possible for coders to determine the contents of courses from the course titles, for example, a course in physics entitled "Physics for the Twenty-First Century." Coders would then consult the hardback reference materials obtained from the institution—e.g., course catalogs, published student reviews of courses, to determine the proper code.

3. **Course name**—When the CIP code for a course was entered, the name associated with that code appeared on the computer screen. This enabled coders to detect an inappropriate code immediately, e.g., a code was typed incorrectly. When coders determined that the CIP code name was appropriate for the course being entered, they replaced the CIP code name with the actual name for the course—as it appeared on the transcript. (This step was omitted for the second subsample of nine institutions.)

4. **Units attempted**—Coders entered the number of units attempted for the course, as shown on the transcript.

5. **Units earned**—Coders entered the number of units earned for the course, as shown on the transcript.

6. **Grade**—Coders entered the letter grade received for the course. In cases where letter codes other than grades were used by the institution (e.g., I, NP, NC, AUD) to indicate the level of performance, these were keyed as they appeared on the transcript.

7. **Context**—Coders entered whether the course was a transfer course or a course taken at the institution of enrollment. (For the second subsample of nine institutions, only nontransfer courses were coded.)

8. **Term length**—Coders entered one of four codes (S, Q, T, or O) to indicate the length of the term for the course—semester, quarter, trimester, or other.

9. **Term date**—Coders entered the season (e.g., fall) and year when the course was taken.

10. **Academic status**—Coders indicated the student's academic status for the term the course was taken—probation, disqualification, or acceptable. This information was provided by institutions in either of two ways: (1) by noting on the transcript the status of the student or (2) by indicating in the course catalog what GPAs by term were associated with probationary status or academic disqualification. When information on academic status was not provided on the transcript, coders used information from the course catalog to determine the student's status.

Having entered these 10 items for the first course on a student's transcript, coders were ready for the second course listed. This second course record for the student appeared on the screen automatically as a data entry form with four items already entered from the first screen: context, term length, term date, and academic status, so that coders had to enter those items only when they changed. These items repeated on subsequent screens also, reducing the time and effort needed to enter data. Coders continued to enter course data for the student until all courses on the transcript were done, then turned to the next transcript from that institution.

Training for coders. Before any data were entered, we conducted comprehensive training sessions for coders. (We refer to our personnel as "coders," but they did more

than just code entries, for example, making judgments about how to classify entries, and had more experience than the usual coders.) We also gathered a wide variety of materials about each institution, including school catalogs, course descriptions, student information materials, and descriptive books on U.S. colleges, and made them available as references.

Training focused on two critical documents—the Higher Education General Information Survey (HEGIS) code book of college majors (adapted from the CIP codes) and the Classification of Instructional Programs (CIP) code book of course descriptions —and on the critical skills of searching through the course catalogs and other materials from each institution. Coders were shown how they would have to research information about course content in order to apply the appropriate CIP code, and they were given problem situations to solve. Finally, coders were trained in the use of the special data entry software we had developed.

Each coder was assigned to one institution, so that he or she would become expert on the informational materials for that institution. Coupled with the "learning" feature of the software that accumulated and would apply CIP codes previously used, this approach provided consistency of coding within institutions and reduced the time required for data entry as much as possible.

Quality control. As described above, the accuracy of entries was facilitated in four ways:

1. **Student names**—Student ID codes were entered automatically by the software system when coders matched student names on the transcripts to specially designed reference tables on the computer screen. After the student's ID code was entered, the name of the student corresponding to the code was displayed on the screen, enabling coders to check the name once more and to make certain that the entered codes were linked to the right students.

2. **College major**—After coders entered the HEGIS code for a student's college major (or minor), the name for that major appeared on the screen, allowing the coder to verify that the code number selected was correct.

3. **Entries repeated for courses**—Once coders entered data for the course context (e.g., transfer or non-transfer), term length, term date, and academic status for a student, the values were automatically repeated on subsequent (course record) screens for that student, reducing the number of new entries that needed to be made.

4. **"Learning" feature**—As courses were coded for students at an institution, a reference file of these codes and course names and numbers was created automatically. When the same courses were encountered on other students' transcripts from that institution, this file permitted automatic entry of the previously used course codes. This feature increased the speed of the coding process and greatly improved the consistency and accuracy of the codes applied for particular institutions.

We checked **inter-rater reliability** by gathering a diverse sample of transcripts from one institution, having each coder enter them, and comparing the entries. We reviewed the results with the coders and clarified areas of misunderstanding. In addition, we conducted **quality-control checks** on approximately half of the entries at each institution. A supervisor asked each coder to print a certain number of entries, and these were reviewed for reasonableness and consistency.

We also applied **no time pressures** to coders. They were instructed to do the best work they could and to take as much time as they needed to resolve a question. If problems arose that they could not solve, they were instructed to go to a supervisor. During the work period, supervisors and coders interacted frequently and easily; coders sought help when needed. In all, coders entered information for 49,729 courses on 2,077 transcripts, or an average of 24 courses per student.

Editing transcript data

Once the transcript data were entered, we edited the data to resolve three types of problems. Each is described below.

1. Unknown grades. Recoding rules were established for grades that deviated from the standard patterns of letter grades (e.g., A, C) or completion codes (e.g., I, NP). If a course was designated both as not having been completed by the student and having a letter grade assigned, we edited out the incomplete. More generally, if a course was assigned a letter grade together with any other symbol, we edited out all but the letter grade. If the course had been assigned grades that even with the course catalogs we could not decipher, we set these grade values to "missing." If courses were noted as having been dropped or taken as audits, we recoded them as "no credit" courses (the values of which were later set to "missing"). If courses were based on a Pass/Fail system but used codes other than P (Pass) or NP (Not Pass), we recoded them as P (Pass) or NP (Not Pass).

2. Out-of-range field values. We established acceptable value-ranges for most fields on transcript and course records and then checked out-of-range values against the original transcripts. We found several cases where the units earned for individual courses exceeded nine units, for example. In some cases, these values were legitimate, i.e., the units were for summer courses that included classwork and out-of-class practice. In other cases, the values had been transcribed in error and the correct values were entered.

3. Missing fields. If field values on course records were blank, we used data from other fields on the record to fill in these values wherever possible. For example, if units attempted were given, along with the grade received, and units earned were missing, we used the value for units attempted as the value for units earned when the grade shown was other than F, NP, I, or NC (No Credit).

Analyzing transcript data

Weighting transcript data. For the 1987-88 National Study of Intercollegiate Athletes, data were weighted to represent the population of *all* Division I student-athletes, not just those included in the sample. Weights were developed for institutions by assigning the 291 institutions in Division I to 33 strata (i.e., conferences or conference structures), selecting 42 institutions from within those strata, and computing a weight for each institution that captured the number of institutions in the stratum it represented. Weights were assigned to students by determining the ratio of the number of students selected for the sample to the number of students on the "squad list" (i.e., the list of all participants in a sport, extracurricular activity, or other student group on the campus) and multiplying this value by the institution weight. The student weight was thus the number of students within a conference that each respondent represented. (For more information on the weighting used in the study, see *Report No. 2: Methodology of the 1987-88 National Study of Intercollegiate Athletes.*)

Because we used a subsample of 21 institutions for the transcript analysis, rather than the 42 institutions in the national study, we had to adjust the student weights of the subsample to represent all students in Division I. We made this adjustment by multiplying each student weight by the ratio of the total student weights for the subdivision (e.g., I-A) divided by the total student weights for the subdivision subsample selected for transcript analysis. Thus, the sum of the adjusted student weights for the subsample was equal to the sum of the student weights for the national sample.

The adjusted weights for the subsample range from 15.3 to 87.8 on average for football and basketball players considered as a group, from 32.9 to 437.2 on average for

students. Because neither the *sample n* (i.e., number of students) nor the *weighted n* would accurately describe the confidence one should place in the mean GPA estimates reported in Tables 9-16 in Chapter 3 of this report, we report the *effective n* on these tables. The *effective n* reflects both the sample size and the fact that the sample members are differentially weighted. Formally, it is the ratio of the sum of the student weights for each of the 17 study areas shown on these tables divided by the weighted mean of the student weights for each of these areas.

Grouping CIP codes. The courses listed on the 2,077 transcripts were each associated with six-digit CIP codes, and we used these codes to define the 17 study areas shown in Tables 1-16. Ten of the areas had been defined previously for our reports of the expected majors of student-athletes and extracurricular students. Because the focus of our research is on student-athletes, we were particularly interested in adding to these major fields types of courses in sports-related areas (e.g., physical education activity courses). In addition, we wanted to define a study area that would capture the courses taken by extracurricular students in their areas of extracurricular activity (e.g., performing arts). Finally, we saw the need to define study areas that would accommodate basic skills courses and other courses that did not fit readily into the other categories. Each of these study areas is described below.

Courses related to majors in original study—We have used 10 categories of CIP codes in previous reports to describe the expected degree fields of student-athletes and comparison students:

1. Arts and Humanities
2. Biological Sciences
3. Business
4. Communications (e.g., public relations)
5. Computer Sciences
6. Education
7. Engineering
8. Professional Occupations (e.g., architecture)
9. Physical Sciences
10. Social Sciences

These categories were based on ones used by other researchers in describing the college majors of students (e.g., Alexander Astin and Associates, *The American Freshman: National Norms for Fall 1984 and 1985*). We used these same 10 categories for grouping courses, although as described below, we separated out from these categories selected courses of special relevance to the study.

Courses of special relevance—We created seven categories of courses that are of special relevance to this report. Four of these categories refer to different types of **sports-related courses**; one category refers to **extracurricular activity courses** in typical areas of extracurricular activity on college and university campuses; one category refers to **basic skills courses** (there is a CIP code for such courses); and one category refers to **"other" courses**—namely, those that could not be classified into any of the other 16 categories. Each of these categories of courses is described below.

Sports-related courses—From the Leisure and Recreational Activities area (CIP code 36), we created a category for **Physical Education—Activity** courses (CIP code 36.0108), which includes courses that focus on increasing one's ability to engage in a recreational activity requiring physical exertion. From the Education area (CIP code 13), we created a separate category for **Physical Education—Theory, Coaching** courses (CIP code 13.1314), which includes teaching physical education, theories of physical education, and coaching methods. From the Allied Health (CIP code 17) and Health Science (CIP code 18) areas, we created a category for **Sports Medicine and Physical Therapy** courses. This category includes courses numbered 17.0813-15 (Physical Therapy, Physical Therapy Aide, Physical Therapy Assisting) and 18.1030 (Sports Medicine—athletic injuries and the techniques and procedures for treating them). From the Business and Management area (CIP code 6), we created a category for **Sports Management** courses (CIP code 06.9999). Because this is an "other" category within the series of business and management codes, we looked at courses individually to determine which ones to include.

Extracurricular activity courses—Many of the extracurricular students in our study took courses that directly involved the skills they used in their main extracurricular activities. For example, some band students not only took Marching Band (CIP code 50.0903, Music Performance), but they took courses in Music Theory (CIP 50.0904) as well. Using one's interest and ability in music in both an activity and a course seemed to us to be roughly analogous to using one's athletic interest and ability in both a sport and a physical education course. To facilitate comparisons with student-athletes in the numbers of courses taken and the grade-point averages earned in these types of courses,

we created a separate category from among the arts and humanities courses for **Visual and Performing Arts** (CIP 50), which includes courses in crafts, dance, design, dramatic arts, film arts, and fine arts.

Basic skills courses—To enable us to look at courses that offer academic assistance, we made **Basic Skills** (CIP code 32) a separate category. This category includes instructional programs in general basic skills, as well as courses in basic academic and intellectual skills, communication skills, computation skills, and job-seeking skills (CIP codes 32.0101-32.0107, 32.01).

"Other" courses—In sorting courses by CIP codes into the 16 study areas described above, we found that a number did not fit well into any of the areas. These courses, such as Consumer, Personal, and Miscellaneous Services (CIP code 12) or Transportation and Material Moving (CIP code 49), we placed in a separate category.

Testing for effects of missing data

Despite our efforts to fill in missing data values for individual course records from other information on these records, some missing data values remain in most fields, most notably in either the numbers of units attempted or units earned or in the assigned grade for a course. Because we were concerned that omitting these missing values in totals of the units earned in various study areas, for example, might bias the results, we ran all analyses twice—once with the missing values omitted (as in the case of GPA computation) or treated as zeroes (as in the calculation of mean units earned) and once with mean values for the student substituted for missing values. An example of the latter procedure would be a case where the value for units earned was missing for a particular course record and the value for grade earned was also missing and we substituted the mean number of units earned by the student in all of his or her other courses for the missing value. (In this case, however, we only made the substitution when the mean grade-point value earned by the student in all his or her other courses was greater than .7, or D-.) In this way, we eliminated most of the missing data from individual course records and avoided the possibility of any bias due to certain types of students having missing values in certain types of courses.

The results obtained from these analyses showed that simply omitting missing data values from the tabulations of grade-point averages and setting missing data values to zero in calculations of mean units earned produced values for the 17 study areas that were very close to those with the mean values substituted. For example, the difference between these methods in calculating the mean number of units earned for a

particular area was at most reflected in the tenths place, and most often was reflected only in the hundredths place. Because we did not want to introduce any "corrections" unnecessarily, we chose to report the values as provided literally by the transcripts—that is, with those course records for which the units attempted or grades awarded were missing omitted from the calculations, and with those records where units earned were missing set to zeroes in this field.

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Studies of Intercollegiate Athletics

Report No. 6: Comments from Students in the 1987–88 National Study of Intercollegiate Athletes

August 1989

American Institutes for Research
Washington, DC • Palo Alto, CA • Bedford, MA • Watertown, MA

Center for the Study of Athletics • Palo Alto, CA

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Report No. 6: Comments from Students in the 1987-88 National Study of Intercollegiate Athletes

August 1989

Center for the Study of Athletics
American Institutes for Research
Palo Alto, California

Preface

This is the sixth in a series of reports presenting results from the 1987-88 National Study of Intercollegiate Athletes conducted by the American Institutes for Research (AIR) for the Presidents Commission of the National Collegiate Athletic Association (NCAA). This report describes the written answers to a question that asked students participating in the study if there was anything else they wanted to say about their lives at college.

The results presented in the first five reports from the 1987-88 National Study of Intercollegiate Athletes are nationally representative in scope and are presented as group averages. **The comments from students that are described in this report are not nationally representative.** However, almost half the students in the study who completed questionnaires chose to write in comments to the questions: "Are there things about your life at college you would like to tell us that we didn't ask about? If so, what are they?"

The first section of this report is an Executive Summary which gives a brief overview of the national study and highlights the written comments from students. The remainder of the report is divided into 11 chapters. Chapter 1 describes why the national study was done, what methodology was used to collect and analyze the comments, and how the contents of this report are organized and presented. The remaining 10 chapters focus on different topics that emerged from analyzing the written comments made by students. Each chapter begins with a summary that describes the central themes and then each presents a sample of the actual written comments from students.

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Report No. 6: Comments from Students in the 1987-88 National Study of Intercollegiate Athletes

Executive Summary

August 1989

This report, the sixth in a series presenting results from the 1987-88 National Study of Intercollegiate Athletes, describes the written answers to a question that asked students participating in the study if there was anything else they wanted to say about their lives at college. The study was conducted by the American Institutes for Research (AIR) for the Presidents Commission of the National Collegiate Athletic Association (NCAA). The study was designed to answer four broad sets of questions posed by the Presidents Commission as part of its national forum on the proper role of intercollegiate athletics within higher education.

This report describes written answers from three groups of students to a questionnaire item that asked "Are there things about your life at college you would like to tell us that we didn't ask about? If so, what are they?" The students were selected from a sample of 42 NCAA Division I colleges and universities. The three groups were: (1) students who participated in intercollegiate athletics, (2) students who participated extensively in other extracurricular activities, such as band or orchestra, drama or other performing arts, student newspaper or radio, or college work-study programs, and (3) a special sample of Black students not participating in intercollegiate athletics or other extracurricular activities.

Of the 4,083 students who completed questionnaires during the national study, 1,789 answered the write-in question. The 1,789 included 1,240 student-athletes (42% of all student-athletes who completed questionnaires), 391 extracurricular students (48% of those completing questionnaires), and 158 Black students (47% of those completing questionnaires).

The 1,789 answers were coded according to the topics presented in Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes* and were grouped by topic. Sufficient numbers of answers were obtained in 10 topic areas to warrant further examination. All the answers in each topic area were analyzed to identify the common themes that are described in this report.

The results presented in the first five reports from the 1987-88 National Study of Intercollegiate Athletes are nationally representative in scope and are presented as group averages. **The comments from students that are described in this report**

are not nationally representative—they are the individual comments of those students who chose to answer the question. The comments are interesting, however, because they tell us what was on the minds of almost half the national sample when they were given the opportunity to say anything they wanted about college or intercollegiate athletics.

Descriptions of comments in ten topic areas are presented in the following sections of this Executive Summary.

Participation in Athletics

More than 100 student-athletes and other students wrote comments describing their general feelings about participation in intercollegiate athletics or other extracurricular activities. About equal numbers of student-athletes wrote of the benefits and of the pressures in intercollegiate athletics, with several focusing on the "big business" aspect of sports at the college level. The benefits included traveling, meeting new people, working with a team towards a common goal, learning how to manage time and to be more disciplined, and experiencing the thrill of game days. Physical and emotional stresses coupled with an overriding demand for winning at all costs were most often stated as pressures in intercollegiate athletics.

Some comments concerned the experiences of freshmen in intercollegiate athletics and described being on a team as a good way to meet people and to begin to feel at home away from home. Having others planning your schedules and telling you what to do, together with time demands, were reported as most bothersome to new students.

Some student-athletes who were not recruited but rather "walked on" in their sports commented that they felt less pressure and were participating to satisfy themselves rather than their coaches or the requirements of athletic grants. Other walk-ons commented, however, that coaches often overlooked them and generally make it more difficult for them to excel.

The largest number of comments were volunteered by student-athletes in sports other than football and men's basketball, with the common theme of a lack of financial support and institutional recognition for their sports.

Time Demands and Use of Personal Time

More than 400 students in all made comments about time, with two themes emerging: (1) the effects of the time required by intercollegiate athletics or other extracurricular activities on academic performance and personal life, and (2) time-

management skills developed while participating in athletics or extracurricular activities.

The comments indicate that the time required by intercollegiate athletics or other extracurricular activities impacts both academic performance and personal life. Many student-athletes wrote that they cannot do their best in their academic work because of lack of time. Other student-athletes described an inability to take the classes they need because of time conflicts. Still others commented that they had no social life at all because of lack of time. Many student-athletes suggested that a cap be placed on the amount of time that can be required by intercollegiate athletics. Several football players suggested that spring practice be reduced or eliminated to allow more time for other activities.

On the other hand, several student-athletes and extracurricular students noted that participation in athletics or other extracurricular activities helped them develop good time-management skills.

Finances at College

About 225 student-athletes and other students volunteered comments related to their financial situations at college. For football and men's and women's basketball players, the central theme concerned lack of funds for personal expenses—toiletries, telephone calls, dates, and travel home. Many suggested that they should be paid for their participation in athletics in addition to their grants. Most felt that it would only be fair given that they "make so much money for the school."

Student-athletes in other sports often responded similarly, although almost an equal number praised their athletic grants or commented that their team needed additional funds, not they as individuals.

Among the specific problems cited by grant athletes were the prohibition on working to earn money and their ineligibility for Pell grants or other financial aid. Several student-athletes described special financial problems because athletic grants do not provide extra allowances for those who are married, who have majors that require costly educational supplies, or who attend school where the cost of living in particularly high. A few student-athletes offered specific suggestions for increasing funds, including building a personal fund, a standard rate of compensation, and extra allowances in special circumstances.

Relationships with Coaches

More than 150 student-athletes volunteered comments about their relationships with and perceptions of their coaches. The majority of these write-in comments were critical, noting that coaches exert too much pressure with too little understanding of what it is to be an intercollegiate athlete and a student. A number of student-athletes pointed out that their coaches were unconcerned about their personal problems or the demands of their academic schedules. They also expressed concern over the number of rules imposed by coaches and unfair treatment by them.

As a solution to their problems with coaches, some student-athletes suggested that counselors or other intermediaries should be available to ensure that communications between coaches and players were as open and effective as possible. Others suggested that there should be a grace period after signing a letter of intent to allow students to escape from particularly stressful player-coach situations. Still others suggested that all freshmen student-athletes be required to attend the same orientation programs as regular freshmen, and that student-athletes be clearly informed of their rights.

The few positive comments volunteered by student-athletes focused on the clear benefits of constructive interpersonal relationships with their coaches.

Use of Educational Resources

The approximately 125 comments made about educational resources revealed that the three student groups in the national study share many concerns about the need for improved academic advising and assistance from college instructors. Student-athletes raised the question of why they cannot receive preference in scheduling classes because their athletic commitments place severe constraints on them. They also noted they need assistance in choosing courses from individuals who will take time to learn about their interests and keep in mind their athletic schedules.

Both student-athletes and other students noted that instructors were not understanding enough or willing enough to provide extra assistance. A number of student-athletes wrote that they feel that professors have poor images of what athletes can accomplish academically.

Among suggestions for changes were improvements in class scheduling, counseling, and instructional assistance, and the provision of structured study periods and student study groups. Other suggestions were for the sharing of student schedules between athletics staff and college teachers, and improved access to lecture ma-

terials missed due to travel or practice schedules. A final suggestion was for colleges to help more with job placement and to help potential employers take the demands of athletic participation into account when making hiring decisions.

Satisfaction with College and Educational Experiences

About 160 student-athletes and extracurricular students made comments concerning their satisfaction with college, or their satisfaction with their educational experiences and achievements. The majority of the comments were positive and indicated a high level of satisfaction with college life in general. Some student-athletes indicated that they were enjoying their college experiences in spite of dissatisfaction with their coaches or athletic programs.

A substantial minority of the comments were negative and indicated regrets about choice of college or dissatisfaction with educational experiences. Some expressed regrets about their choice of major. The students felt they received poor counseling or made poor choices on their own and were having to live with the consequences.

Health Status and Satisfaction with Health Care

More than 100 student-athletes and other students commented on some aspect of their health status or satisfaction with health care. The comments ranged from concerns about food and nutrition to pleasure for being in good physical shape. The subjects most often mentioned were food and nutrition, drug testing and drug use, injuries, and exhaustion and lack of sleep.

Concerns about food included complaints about the quality of the meals available and their nutritional value as well as complaints that practice schedules interfere with meal times. Comments about drug testing concerned the feelings on the part of some that athletes were being singled out and their rights were being violated. Most comments about drugs, however, expressed the opinion that drugs and alcohol were used more by student-athletes than by other students.

Several student-athletes wrote about the physical strain that athletics places on their bodies, and some described particular injuries they received. Some of the student-athletes with injuries also described problems with the medical care they received. Some also described problems in paying the medical bills that resulted from athletic injuries. Many more comments, however, concerned fatigue and exhaustion due to being a student-athlete.

Psychological and Emotional Well-Being

Comments from about 220 students concerned their psychological and emotional well-being. Comments from student-athletes and extracurricular students fell into two areas: (1) discrimination because of athletics, gender, or race, and (2) the consequences of the pressures of participating in athletics or other extracurricular activities. Comments from Black students not participating in athletics or extracurricular activities were concerned almost exclusively with racial discrimination.

Several student-athletes complained that they were discriminated against by other students, athletics staff, or professors merely because they were athletes. Many women athletes reported being upset by a lack of equity between men's and women's sports. Most of the comments concerning racial discrimination were about minorities not receiving fair treatment, but a few concerned reverse discrimination.

Many comments concerned depression and isolation because of participation in intercollegiate athletics. Several student-athletes wrote about unpleasant treatment by administrators, faculty, or athletics staff. A few comments described physical violence on the part of coaches.

Opportunities for Personal Growth

More than 275 student-athletes and extracurricular students made comments about opportunities for personal growth that resulted from participating in their activities. Most of the comments were positive and gave recognition to the value of the opportunities. There were a few laments, however, from student-athletes about being pampered or isolated to the point that their opportunities were limited. Other negative comments concerned limited opportunities to participate fully in college life or to have a social life because of the time demands of athletics.

The most frequent positive comment concerned the opportunity to develop socially—to meet people and learn to get along with them and to make new friends. The next most frequent comment concerned the opportunity to develop overall maturity through participation in intercollegiate athletics or other extracurricular activities. Other opportunities frequently mentioned were those to develop independence and responsibility, time management skills, self-discipline, leadership skills, and communication and teamwork skills. Opportunities to travel were also mentioned. Several student-athletes noted that participation in intercollegiate sports gave them the opportunity to relieve many of the stresses associated with going to college.

Some of the students who commented that the time they spent in intercollegiate athletics limited their ability to participate fully in college life suggested cutting back on the time required by sports. In particular, some football players suggested that spring practice should be curtailed or eliminated.

Interactions with Other Students and Friends

Student-athletes and extracurricular students volunteered a number of comments about the importance of relationships with girlfriends or boyfriends at college. Several Black students not involved in either athletics or extracurricular activities mentioned problems with establishing relationships when relatively few Black undergraduates are on the campuses.

The majority of the more than 100 comments having to do with friends focused on teammates or other participants in extracurricular activities. Some student-athletes noted that the team was the principal source of their interactions with others. For some student-athletes, participation in a team sport seemed to ease the transition from high school to college. For others, teammates became their closest friends on campus.

Several student-athletes indicated that they felt somewhat isolated from the general student body. Many also acknowledged that their relationships with teammates were only one part of their social life on campus.

1. Introduction

During the 1987-88 National Study of Intercollegiate Athletes, students wrote in answers to the questions: "Are there things about your life at college you would like to tell us that we didn't ask about? If so, what are they?" This report summarizes the written answers from three types of college students in the national study: those who competed in intercollegiate athletics, those who participated extensively in other extracurricular activities, and Black students who did not participate in either intercollegiate athletics or other extracurricular activities.

Impetus for the Study

On June 3, 1987, the Presidents Commission of the National Collegiate Athletic Association (NCAA) sent to the NCAA members a policy paper titled *Agenda for Reform*. The paper provided the rationale for an 18-month national forum on the proper role of intercollegiate athletics within higher education. To support the forum, the Presidents Commission sponsored a study to identify the effects of participation in intercollegiate athletics on student-athletes. The American Institutes for Research (AIR) was contracted to conduct the study, beginning in November 1987. This report is the sixth in a series produced from the national study. Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes* (November 1988) describes the general findings from the study. Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes* (November 1988) describes in detail the methods that were used to collect and analyze the data. Report No. 3: *The Experiences of Black Intercollegiate Athletes at NCAA Division I Institutions* (March 1989) focuses on the effects of participation in intercollegiate athletics on student-athletes who are Black. Report No. 4: *Women in Intercollegiate Athletics at NCAA Division I Institutions* (July 1989) focuses on women student-athletes. Report No. 5: *Analysis of the Academic Transcripts of Intercollegiate Athletes at NCAA Division I Institutions* (August 1989) focuses on the academic performance of student-athletes through descriptive analyses of their college transcripts.

In the *Agenda for Reform*, the Presidents Commission listed eight broad sets of questions to be addressed during the national forum. The national study was designed to focus on the first four sets of these questions:

1. How do the experiences of college or university life of student-athletes compare with those of other students who devote a great deal of time to a particular extracurricular activity?

2. How do the experiences of student-athletes differ depending upon whether one is a participant in big-time sports or in sports that are not given a heavy emphasis?
3. How do the experiences of student-athletes compare with those of other students in terms of courses taken, classes attended, time spent on or off campus, and tutoring received? How do student-athletes feel about and evaluate their experiences? Do they see themselves as beneficiaries of fine programs, or as exploited? How do they personally experience the balance between athletics and academics in their daily lives?
4. How are student-athletes recruited? How do recruitment activities differ depending upon the intensity of the athletic program? What are the differences in test scores and grade-point averages between athletes and other students? How do recruited students personally experience the process of choice of college and university and the role of athletic recruitment in that process?

Overview of Study Methodology

We designed the 1987-88 National Study of Intercollegiate Athletes to gather information from full-time students who participated in an intercollegiate sport at colleges and universities that were Division I members of the NCAA. As a comparison for these student-athletes on the campuses, we also gathered information from full-time students who participated extensively in other extracurricular activities, such as band or orchestra, drama or other performing arts, student newspaper or radio, or college work-study programs. By sampling other students who also participated in a nonacademic activity involving an extensive time commitment, we ensured that any differences between athletes and nonathletes were not due solely to differences in time spent on a nonacademic activity.

To facilitate studies of the experiences of Black student-athletes, our design also included a second comparison group of Black students not participating in intercollegiate athletics or other extracurricular activities. By intent, we did not gather information from "average" or "typical" college students.

For the study, we drew a sample of 42 Division I colleges and universities to reflect the variation in location, size, and public or private status of all 291 Division I institutions. We selected the 42 at random from within the conferences and independent groups that comprise Division I of the NCAA. We selected 21 institutions from Division I-A, 11 from Division I-AA, and 10 from Division I-AAA.

We selected student-athletes and comparison students at the 42 campuses in sufficient numbers to be confident that we were accurately representing all student-athletes in Division I colleges and universities. We selected the students at random from particular groups. At each of the 42 Division I institutions, we selected a sample of 80 student-athletes, 20 students extensively involved in other extracurricular activities, and a special sample of 10 Black students. The student-athletes included 30 football players, 10 players each from men's and women's basketball, 10 men who had athletic grants in other sports, 10 women who had athletic grants in other sports, and a mixed group of 10 men and women without grants in other sports.

We made adjustments in the sizes of the student-athlete samples at the institutions that did not have football or women's basketball, or had them but did not compete the sports at the Division I level. (See Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes.*) The total sample drawn included 4,259 student-athletes and comparison students.

At the time we drew the 4,259 students for our primary sample, we also selected alternates in numbers equal to half the size of the primary sample. For example, we selected 30 football players as primary sample members on each campus and 15 as alternate sample members. When primary sample members either could not be located or refused to participate in the study, we turned to alternate sample members.

We designed separate questionnaires for student-athletes, extracurricular students, and the special sample of Black students. All three questionnaire forms contained a common core of questions with the wording modified to fit the characteristics of the target group. The questionnaires focused on aspirations and expectations, academic preparation and performance, recruitment experiences, personal and interpersonal experiences while in college, and physical and emotional health. (See Report No. 2: *Methodology of the 1987-88 National Study of Intercollegiate Athletes* for copies of the questionnaires.)

All data were collected by AIR staff who worked at the 42 campuses during the period from March to July 1988. We assembled student-athletes and comparison students in small groups (typically five or fewer) to fill in questionnaires. Only the students and AIR data collectors were present during the data collection sessions. Students took an average of 50 minutes to complete the questionnaires. AIR staff worked with liaison personnel at every institution. However, AIR staff completely controlled the data collection process. A specially designed system of identification codes was used to keep the identities of the institutions and students confidential.

We collected usable questionnaires from 4,083 student-athletes and comparison students. Of these, 3,210 (75% of 4,259) were from primary respondents and 873 were from alternate respondents.

Contents of this Report

The questionnaires that students completed for the national study used a multiple-choice format for the most part. A few questions required short written phrases. The first 80% of the each questionnaire asked about the background of students and their experiences in college. The last 20% of each questionnaire was composed of four self-description inventories to measure anxiety, depression, locus of control, and self-esteem. A write-in question just prior to the first inventory asked "Are there things about your life at college you would like to tell us that we didn't ask about? If so, what are they?"

Of the 4,083 students who completed questionnaires during the national study, 1,789 answered the write-in question. The 1,789 included 1,240 student-athletes (42% of all student-athletes who completed questionnaires), 391 extracurricular students (48% of those completing questionnaires), and 158 Black students (47% of those completing questionnaires). The following sections of this report summarize the written answers.

We coded the 1,789 answers according to the topics discussed in Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes* and grouped them by topic. Sufficient numbers of answers were provided in 10 topic areas to warrant discussion in this report. The topics are:

- participation in athletics
- time demands and use of personal time
- finances at college
- relationships with coaches
- use of educational resources
- satisfaction with college and educational experiences
- health status and satisfaction with health care
- psychological and emotional well-being
- opportunities for personal growth
- interactions with other students and friends

Each of the ten topics is discussed in a separate section of this report. We begin each section with a description of the themes that are present in the set of answers that deal with the topic. We often quote directly from student answers to illustrate a point. After the description, we present several actual answers as written by the students. We present the entire answers, even though they may deal with more than the topic of the section. We have edited out the names of people, institutions, or locations from the answers.

After each answer are four identifiers for the student who wrote the comments: sampling category, class, race, and gender. The sampling category is one of the eight types used in the 1987-88 National Study of Intercollegiate Athletes, as follows:

- Football players
- Men's basketball players (M Basketball Players)
- Women's basketball players (W Basketball Players)
- Men with athletic grants in other sports (M Other Sports)
- Women with athletic grants in other sports (W Other Sports)
- Men and women without athletic grants in other sports (NG Other Sports)
- Students in other extracurricular activities (Extracurricular Students)
- Black students not in intercollegiate athletics or other extracurricular activities (Black Students)

Class is in terms of how the student was classified academically at the Division I institution: Freshman, Sophomore, Junior, or Senior.

Race is Black or NonBlack. Black student-athletes and other students are those who describe themselves as "Hispanic or Spanish, Black" or "Non-Hispanic, Black" in their questionnaires. NonBlack student-athletes and other students are those who describe themselves as Hispanic or Spanish, White; Non-Hispanic, White; American Indian or Alaskan Native; Asian; Pacific Islander; or Other.

Gender is Male or Female.

The summaries that follow should be read in conjunction with other reports from the 1987-88 National Study of Intercollegiate Athletes. The results described in the other reports are nationally representative in scope and are presented as group averages. **The comments in this report are not nationally representative—they are the individual comments of individual students.** In particular, the student-athletes who chose to respond to our invitation to comment may **not** be represen-

tative of all student-athletes in Division I. The comments are interesting, however, because they tell us what was on the minds of almost half the national sample when they were given the opportunity to say anything they wanted about college or intercollegiate athletics.

2. Participation in Athletics

From Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes*, we know that 23% of football and basketball players and 30% of grant recipients in other sports report that, at the time they enrolled in college, they expected to become professional athletes. We also know from Report No. 1 that student-athletes report less satisfaction with their athletic performance than comparison students report for their performance in extracurricular activities.

Summary of Comments

More than 100 student-athletes and other students wrote comments describing their general feelings about participation in intercollegiate athletics or other extracurricular activities. About equal numbers of student-athletes wrote of the benefits and of the pressures of intercollegiate athletics, with several focusing on the "big business" aspect of sports at the college level. Among the stated benefits of participation were traveling, meeting new people, working with a team towards a common goal, learning how to manage time and to be more disciplined, and experiencing the thrills of game days. In contrast, physical and emotional stresses coupled with an overriding demand for winning at all costs were most often stated as pressures of sports. One football player, writing about intercollegiate athletics as a "big business," noted that "Somehow, and I don't know how, the game needs to be played for fun again, and not for big bowl revenues or lucrative TV contracts."

Some student-athletes commented specifically on the experiences of freshmen in intercollegiate athletics. On the positive side, being on a team was described as a way to meet people on campus and to begin to feel at home away from home. On the negative side, having others planning your schedule and telling you what to do all the time, together with the time demands, were reported as most bothersome to new students. One freshman football player strongly supported rules to make freshmen ineligible. He wrote:

> "Freshmen should spend about half as much time involved with athletics, and academics should be of most importance. The freshman year is the most important year of a student's academic career and should be spent primarily with academics . . . Disciplinary action or hassles from coaches about missing practices for classes or for review sessions or to study for exams should be nonexistent."

Other student-athletes noted specifically their experiences as walk-ons in their sports. Some of these students commented that the principal benefits of being a walk-on were that they felt less pressure and were more confident that they were participating to satisfy themselves (rather than their coaches or the requirements of their athletic grants). Other walk-ons, however, commented that coaches often overlooked them in practice and game situations and generally made it more difficult for them to excel.

The largest number of comments were volunteered by student-athletes in sports other than football and men's basketball, and the theme echoed by all was the lack of financial support and institutional recognition of their sports. Women basketball players, for example, wrote that "Men athletes get double what women athletes get," and "Women's sports are really treated unfairly." Men receiving athletic grants in other sports wrote that "I think there exists at most major universities a sports discrimination," and "I feel the administration is blind to the benefits a sound athletic program can provide a school—instead, sports are measured by the actual revenues they produce."

Women with grants in other sports commented that "Female athletes are under-recognized and under-rewarded," and "I think it's highly unfair that basketball gets all the recognition and the school's money—while they fly to tournaments and stay at the Marriot, we have nine people crammed in a station wagon and stay at Motel 6, and while they get fed well, we eat at McDonalds."

Finally, nongrant student-athletes made the following observations:

- "I have played for three years and feel certain that I could trip the athletic director and he wouldn't know who I was, much less what sport I have played."
- "We don't get nearly enough financial support from the university, considering the time we put into athletics and the fact that we are representing the school's name on the field."
- "I think we should take time out and treat all athletes of every sport the same."
- "All money is spent on the basketball team while other sports have to pick up the droppings—even though other sports have better records and better student turn-out."

- "We get no money and are expected to compete with other top-flight Division I schools that are better equipped, have more scholarships, and have better facilities than we have. I am getting tired of being over-matched when, in all reality, there is no reason."

Examples of Comments

Following are the written comments of 16 students.

Basically, I think athletics are great. Although sometimes we are not given a chance to be young men, we are expected to be college students and perform in the classroom like normal students who after class have no obligations. But when Saturday comes, we are heralded as the conquering heroes by the media, alumni, students, and faculty. What these people do not realize in their quest and hunger for victory at their school is the young man who gives his blood and guts for the school, by the professors' standards, should perform as well as any non-athlete in classes. There is physical and emotional stress put on 18, 19, 20, and 21-year old young men that most older, worldly men could not handle. Although this seems like redundant rhetoric, my point is this. We are young men in the prime of our lives and we just wish we could have the time to experience the total college life experience. (Football Player, Senior, NonBlack, Male)

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They say that I am a student-athlete, but really I'm an athlete-student. They lied to me on the recruiting trip. Football is the #1 thing here. (Football Player, Junior, Black, Male)

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One thing not covered was the intense pressure to win and perform well. Since college football has become a big business with revenues from bowl games reaching the millions of dollars, there is an intense desire for schools to get their piece of the pie. Consequently, athletes are expected to sacrifice things of considerable importance so that the team can win. There is very little time to interact with other students in activities outside of your sport or join clubs or organizations. Often I feel like I have missed out on a vital part of the "college experience." The atmosphere at practice and games is very intense. Coaches are so caught up in winning, they project a very tight attitude toward the players. They need to relax. Somehow, and I don't know how, the game needs to be played for fun again, and not for the big bowl revenues or lucrative TV contracts. (Football Player, Graduate Student, NonBlack, Male)

When you come to college as a freshman, you do not realize how athletics (football) can be run like a business. Many times you do not have control over what position you play and other aspects of your life, such as when you eat, what you eat, who you are friends with, etc. Sometimes it is as though you are a toy and the athletic program you are involved with has control over your life and is using you as a means to get to an end. These are some of the negative aspects. It is not always like this. You meet a lot of good people that become your friends, you receive an education for basically doing something that has only been fun for you. There are a lot of aspects of being a college athlete that you can't describe but must be there to experience. (Football Player, Senior, NonBlack, Male)

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There are two kinds of student-athletes—those who want an education and those who are here just for athletics. Unfortunately, there are far too many of the latter. (M Basketball Player, Freshman, NonBlack, Male)

****

Being a student-athlete at college is a lot different from high school. First, the sport you play is no longer a game—it becomes a job. Your coaches demand a lot more out of you even though some of them are not willing to take the time to watch you progress. The student-athlete becomes expendable. His interest is not taken to heart because people begin only to care about his performance. When you are hurt, a lot of people do not care about your health. On the contrary, they want you to get well just to perform again. Moreover, after you return, if your performance is not the same, then you are replaced. Athletics at the college level is very political. A lot of people forget that it is not about winning all the time, but it's how you play the game. And when you stop playing for yourself and for enjoyment, it is time to stop. That is the reason a lot of athletes don't participate in sports in college. (M Basketball Player, Freshman, Black, Male)

****

I feel that since I've participated in college sports I've been able to travel and see the world and meet new people. Participating in sports is something I will never forget—it kinda motivates me and gives me that extra push to do well when I tend to want to slack up. (W Basketball Player, Freshman, Black, Female)

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Yes, I would like to say that at this school the women's sports do not get the money, recognition, or publicity they should. It is very difficult for coaches to coach a women's team. The men get everything. Although they make more money off their sports, we are still here. It is not fair to not even be able to practice when we

need to, and when we do practice, to only get a short one because the guys need it more. Another problem is that we don't even get one good pair of shoes and the guys get 4 pairs, along with practice gear and bags. We had to pay for our shoes. That may only be a little thing, but it is important to me because it is not fair. Otherwise, my college life has been pretty satisfying so far. I've made a lot of friends. I would like to see this item taken care of. (W Basketball Player, Sophomore, NonBlack, Female)

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I walked on and made the team. I only played a few minutes all year but practiced harder than anyone else. Had no money but was healthy. Always had to watch my weight. Normally quite big. Terrible fever mid-season. Will not be returning—not enough rewards emotionally or materially. Feel too old to be disciplined (yelled at) 4 hours a day, 6 days a week. Can discipline self. (W Basketball Player, Junior, NonBlack, Female)

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I put time into participating in my sport to represent my school in a beneficial manner to both parties. When our team plays we advertise the school name and the press we receive should be positive because we should be successful. I feel we don't get the financial support that is commensurate with the publicity we give the school through our accomplishments. I feel the administration is blind to the benefits a sound athletic program can provide a school. Instead, sports are measured by the actual revenue they produce. Since basketball is really the only revenue producer (soccer, also), we don't get much support, and it's very frustrating to lose so much. Things need to change. (M Other Sports, Senior, NonBlack, Male)

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I wouldn't enjoy the college degree I will be receiving in 16 days if it weren't for college athletics. Collegiate sports participation has given me many things that will enhance the rest of my life. (M Other Sports, Senior, NonBlack, Male)

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It seems to me that college sports have become too important in the overall scheme of college life. Too much emphasis is placed on winning, and for the most part, fun has been taken out of the picture. If I had it to do over again, I would not be on a scholarship and would only play intercollegiate sports if I really wanted to do so. This would relieve any pressure on me and I would only participate for the fun of the sport. Coaches need to realize that we are students first (at least some of us are). Many attitudes and relationships between athletes, coaches, athletic departments, and even the NCAA need to be examined so that the intercollegiate athletics

of the future can be all the better. Hopefully this research will be the first step in that direction. (W Other Sports, Junior, NonBlack, Female)

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I don't think non-revenue sports get the attention that we deserve. The school is much more concerned with football and basketball. Non-revenue sports get very little coverage and support from the school and the school newspaper. Only football and basketball seem to matter. Sure, these revenue sports do contribute a lot of money to the school, but I don't believe that they should get the majority of the benefits and attention. For instance, a huge new training facility was recently built and only football and basketball players get to use it. The non-revenue athletes (a much greater number) are forced to use a smaller, unpleasant old facility. I think it's unfair. A women's team won the conference title and it's like "Who cares?" when we came back to school. If the football or basketball team had done the same thing, the school would have thrown a parade and made a huge deal of it. Each and every sport is important and gives individual students the opportunity to grow and learn in a positive and beneficial way. Choosing to recognize and glorify only football and basketball is harmful to the other student-athletes and it takes away many of the potential values of participating in a sport. (W Other Sports, Senior, NonBlack, Female)

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It's been frustrating being a female athlete in a "not important to the school" sport. The athletic department tends to focus all of its money, media, and energy on the male sports—especially football, and we have one of the poorer football teams in the nation. We (our team) work very hard, harder than the other sports and we receive little or no attention. Last year, we did very well and no one knew about it. I don't understand why so much money is spent on losing teams rather than winners. The school loses more money than it gains. I am tired of all the hype over men's sports. I feel that it's time for a change and for women to become recognized for their hard work and determination. I'm tired of waiting for slow change. It should be equal. If football and basketball get two million dollars each, so should women's sports. The NCAA should be stricter and regulate this further—the change should start there, instead of changing because the law says you need women's sports. (W Other Sports, Senior, NonBlack, Female)

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It's hard to balance all my activities, especially tennis and school. However, I believe that because I am an athlete, I am a stronger person, physically and mentally. I would strongly recommend athletics to anyone, but the person has really got to want to play and have fun playing. It's when athletics is no longer enjoyable that it

is bad. Many athletes use athletics as an excuse for poor grades rather than as an incentive—I find myself doing this at times. I've met some great people, gone to some great places, and have become a much better person because of athletics. With me, the advantages outweighed the disadvantages. (W Other Sports, Senior, NonBlack, Female)

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Each sport is not treated equally. Since our school doesn't have a football team, men's basketball gets all of the attention. It's not fair. Volleyball has always had a better record, not to mention a very high overall team GPA. It's not right that volleyball doesn't get promoted by the school or get proper funding. The basketball team gets buses for every game. Volleyball gets one a season. Last year, several people plus equipment had to travel for 9 hours in 90 degree heat. We had a van and an old station wagon—neither of which had air conditioning! (NG Other Sports, Sophomore, NonBlack, Female)

3. Time Demands and Use of Personal Time

In Report No. 1: *Summary Results from the 1987-88 National Study of Intercollegiate Athletes*, we found that

- student-athletes spend more time in their sports than extracurricular students do in their extracurricular activities
- student-athletes and extracurricular students are similar in the amounts of time they spend preparing for class and attending class
- football and basketball players spend approximately 30 hours per week in their sports when they are in season—more time than they spend preparing for class and attending class combined
- In season, student-athletes miss about two classes per week while extracurricular students miss about one class per week
- Freshman student-athletes are working almost as long in their sports as other student-athletes, whether they are redshirts or players on the roster

Summary of Comments

More students made comments about time demands and the use of personal time than about any other topic—more than 400 students made comments in all. Two themes emerged from the comments: (1) the effects of the time required by intercollegiate athletics or other extracurricular activities on academic performance and personal life, and (2) the time-management skills that are developed while participating in athletics or extracurricular activities.

A comment from a football player describes a common theme: "As a student-athlete, I need 30-hour days just to be equal with regular students." This theme was echoed by other student-athletes. A men's basketball player noted that "People don't fully understand how much time basketball takes up," while a women's basketball player wrote that "The biggest problem most student-athletes have is that there are not enough hours in the day to do all that you would like to do." A male student with a grant in other sports noted that "It is very difficult to find time to concentrate on both academics and athletics and do the best I can do."

The comments from student-athletes and other students indicate that the time required by intercollegiate athletics and other extracurricular activities impacts both academic performance and personal life. A football player stated that "I like to be

the very best at both academics and athletics, but I find it harder to achieve great grades than if I didn't play sports." A female student without a grant in other sports noted that "Basically, as an athlete, your social life is at point zero during the season." The time required by athletics is reflected in more than lower grades or lack of a social life, however. Several athletes commented that they weren't able to take the classes they needed because of time conflicts. One football player said that the "Pressure exerted by coaches to avoid classes that conflict with practice or conditioning is intense. Oftentimes, courses toward your major must be delayed, thus delaying your completion of core courses."

On the other hand, several student-athletes and extracurricular students noted that athletics or extracurricular activities helped them develop time-management skills. A football player noted that "Athletics develops leadership and time management skills not usually encountered by non-athletes." A female student with a grant in other sports stated that "I think by participating in athletics I have to better budget my time."

Many students suggested that a cap be placed on the amount of time that can be required by intercollegiate athletics. Several football players suggested that spring practice be reduced or eliminated to allow more time for other activities.

Examples of Comments

Following are the written comments from 20 students.

Being a college athlete can obviously make one a lot more busy, and pressure wise, a lot stronger than a normal student. With classes in the morning, practice in the afternoon, then study hall at night, one never really stops moving during the day. There's always somewhere to be and something you must take care of. I do have trouble finding time to properly prepare for class. Another problem is that when I do have time, it is usually late at night and I'm very tired from the exertion during the day. It's also hard to plan everything else around your football commitment. Weekends aren't always free—even out of season. It does seem sometimes that the coaches forget we do have another life besides that of football. I understand, however, that in accepting a football scholarship, I accept the commitment as well and that there is a price to pay and sacrifice involved. Finances can be a problem too, even with the scholarship, since we can't work during the school term. A set amount of money (other than that of the scholarship) for living expenses would be fair considering everything involved. Job placement after graduation would also be beneficial. (Football Player, Freshman, NonBlack, Male)

Coaches don't seem to understand the immense pressure they put on the student-athlete. Their priorities are messed up. We need to get rid of spring football. It is useless for the athletes. We could use that time to attempt to organize our academics. (Football Player, Junior, NonBlack, Male)

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I (and most others) believe that being a football player takes up too much time. People may say, "You're a student first," but actually they control each week of your life with few exceptions. Football is made my #1 priority by the coaches. It is my full-time job. I have no time to find myself academically; I just go with the flow. (Football Player, Sophomore, NonBlack, Male)

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I guess the only thing that really bugs me about the student-athlete package is the fact that we are expected to be good students with so little time to work with. (Football Player, Junior, NonBlack, Male)

We need money cause we can't have jobs! The pressure of college football gets greater every year—it gets to where it's a business, not a game. As a student-athlete, I love football, but I hardly have any kind of social life and my grades suffer because of all the hours we spend in football. Spring football needs to be drastically reduced or totally eliminated because of injuries and because our second semester grades suffer and we have no social life! (Football Player, Sophomore, NonBlack, Male)

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I believe the questions you should ask the student-athletes pertain to how tired they were after a day of practice and what they did when they went home. For me as a two-year starter who spent much of my two years in the athletic facilities, I would come home from practice and go to sleep or watch TV. Most of the athletes are forced to take night courses which last from 6:30 pm to 10:00 pm. Most of the time we are forced to go to class late or go to class without eating any dinner. I believe coaches want their players to do well in school, but they are too worried about their coaching positions. Therefore, they keep the players in meetings and on the field for long hours. I believe the NCAA should have a time cap on the amount of time coaches can keep the kids on the field and in meetings. I believe we must make the college experience a little fun for these student-athletes. Thank you. (Football Player, Senior, NonBlack, Male)

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I think that the time a student-athlete spends on his or her sport each day should be regulated. This would make preparing for my classes a lot easier. The same goes for a lot of my teammates. (Football Player, Sophomore, NonBlack, Male)

I think my ability to be accepted into a graduate school (medical school) has been at least partially hampered by my participation in intercollegiate athletics. By participating in athletics, I haven't been able to participate in activities that some graduate schools encourage. Also, participating in athletics has affected my opportunity to enroll in classes that are only taught during a certain hour (e.g., honors courses). Some of these courses must be taken in sequence and can thus delay my date of graduation. Something that I feel has greatly affected me is the physical exertion that athletics demands. The time constraints could probably be worked around, but many days I feel so tired that my study habits are drastically affected. Lastly, I feel that walk-on athletes (such as myself) are not rewarded in the existing system. It's more difficult to excel both athletically and academically (sometimes more time is required of walk-on athletes). I believe that walk-on athletes who demonstrate academic success should be rewarded in some way (since a part-time job is out of the question) to help them meet their financial obligations. (Football Player, Junior, NonBlack, Male)

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People outside of athletics really don't know how much time is spent with major college athletics. Athletes have it much harder than the normal student. The athlete does not have the free time that the normal student has. We spend at least five hours a day in athletics, plus our normal class schedule. (M Basketball Player, Freshman, NonBlack, Male)

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Being in college is a great time and being involved is a key to success. Sports are one way to be involved. They take much more time and effort, but they develop a lot of skills. Through basketball, I know I've become a better person. I'm more patient, I expect more from myself, I manage my time better, and I'm in better shape. I also know that I've given up other activities to be in sports. (W Basketball Player, Freshman, NonBlack, Female)

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Sometimes I feel like a robot because college athletes have such strict time schedules. Virtually the whole day during the season revolves around school and basketball. Sometimes I just wish I was a regular student. It does have its benefits though. Probably the greatest one is the discipline that I've acquired. I think that if I can deal with the pressure of being a college athlete, I should be prepared for the real world. I only wish I had more time to get to know the other students—I eat with the athletes, and I travel with the athletes. Hell, I even live with other athletes. It's kind of an isolated world. When I leave here, I'll just be another ordinary person.

It's a scary thought but it's also refreshing! (W Basketball Player, Sophomore, Non-Black, Female)

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It's much harder being a student-athlete. I don't have time for myself. I feel owned and I feel like I always have to be here or there. My grades dropped due to this. My coach doesn't remember that we have homework. She says academics is first, but it's not true. Sometimes I've even considered taking drugs to cope. (W Basketball Player, Sophomore, Black, Female)

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Student-athletes, through competing, may have less time to concentrate on academics—but I think it is this added pressure that helps them to perform successfully in the classroom. My experience has also shown many professors to be understanding of the student-athlete's workload, especially in season. In many cases, my professors have gladly allowed me extensions when I've been forced to miss class in order to participate in sports. (W Basketball Player, Sophomore, NonBlack, Female)

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Being an athlete in college has had its good and bad points. One area that I would like to briefly address concerns an athlete's GPA. It is my feeling that an athlete (depending on the sport) is at disadvantage when it comes to studying for a test. Because of my training, I am too tired to go to class or study for long periods of time. It would be nice if recruiters from companies realized how much time we put into our particular sports and take that into consideration when they make a hiring decision. Athletes are competing against other students who have higher GPAs. However, being an athlete gives you an invaluable experience and teaches you to be disciplined, motivated, and a great goal setter. (M Other Sports, Senior, NonBlack, Male)

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I think the major problem with being a "student-athlete," a term I oftentimes regard as an oxymoron, is that for the most part your life as a student and that of an athlete are not in the least integrated. I believe most coaches do not regard your education as their concern, as long as you're eligible and content enough (not too stressed) to continue uninterrupted in your sport. Most professors, although many admire the work ethics of most athletes, do not understand missing class for your sport, and may believe that your priorities are confused, whether it is your fault or not. The athlete who cares about maximizing her education is in a constant tug-of-war match between studies and her sport, using time as the rope. I believe relations

between the faculty and the athletic department and coaches need to be greatly improved. (W Other Sports, Senior, NonBlack, Female)

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My experience as a college athlete has taught me how to manage my time more efficiently, how to be a self-motivator, and gives me an added sense of responsibility. Overall, I feel more productive with my time than the average college student, and I feel that the habits I've formed playing tennis, both on my own and at the college level, will carry over into my career later in life. To work hard and then succeed in athletics/career/personal life is one of the most rewarding and satisfying feelings there is. (W Other Sports, Senior, NonBlack, Female)

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As an athlete, it would be very easy to let academics slide and become your second priority. Although many coaches say that school should come first, their actions speak differently. Also, many coaches accept that type of attitude from their athletes. I've found that it's been up to me to make sure that academics came first in my college experience. Once I made that clear to my coaching staff, they supported my beliefs. However, an athlete's schedule is not one that condones, or should I say facilitates, time to study and it requires a lot of self-discipline to make it work. This limits time for social activities and free time. But time invested in studying and sports can be rewarding and social time can be incorporated into that time. I do much better all around when I'm the busiest, but it requires discipline and time budgeting. I wish all coaches would stress academics more to their athletes and not accept poor performance in the classroom because they know their athletes are busy. It's possible to do quite well in both academics and athletics with the right attitude and support. (W Other Sports, Senior, NonBlack, Female)

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Volleyball is very demanding and because of the large amount of time it takes, I often feel rather bitter. But, without my scholarship, I would not have the opportunity to educate myself because of financial reasons. Therefore, I am very thankful for the chance I have been given. (W Other Sports, Freshman, NonBlack, Female)

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Sometimes I feel as if band demands too much from me. I spend an outrageous amount of time at band and when I have free time, I'm just so tired that instead of studying, I sleep. (Extracurricular Student, Freshman, Black, Female)

My extracurricular activities have been the best thing that happened to me at school. They've been my source of inspiration, self-confidence, satisfaction, and creativity. I feel sorry for and pity those who do not get involved in something. Also, my extracurricular activity has turned me into an incredible time manager (if I do say so myself). (Extracurricular Student, Senior, NonBlack, Male)

4. Finances at College

Report No 1 showed that most student-athletes receive a partial or full athletic grant at some point in college—almost 74% of football and basketball players and 66% of other student-athletes, as compared to about 25% of extracurricular students who ever receive an activity grant. In spite of the grants, student-athletes report having less spending money each month after tuition and other education-related expenses are paid. Fifty-eight percent of football and basketball players say the amounts of spending money they have are not adequate, as compared to 42% of other student-athletes and extracurricular students.

Summary of Comments

Approximately 225 of the comments volunteered by student-athletes and other students related to their financial situations at college. For the student-athletes in football and men's and women's basketball, the predominant theme concerned their lack of monies for personal expenses—toiletries, telephone calls, dates, and travel home. One football player wrote, for example, that "It's just so hard to make it without money sometimes, especially when there is very little money coming in at home." A basketball player commented that "Athletes deserve allowances—receiving an athletic scholarship does not cover many expenses," and another noted that "After paying bills, we don't have any money to eat or for ourselves." He concluded that "We should at least be able to work."

Many of these student-athletes suggested that they should be paid for their participation in intercollegiate athletics—in addition to any grant monies they might receive. Some pointed out that paying intercollegiate athletes seems no different than paying students who perform other jobs at the college or university (e.g., residence hall advisors, work-study students, teaching assistants). Others commented that paying players would likely reduce what they termed illegal payments, or "cheating." For example, one football player wrote "I'd like to see some kind of money system that pays athletes so they don't have to go under the table to ask for money." In the majority of comments that suggested that colleges pay their student-athletes, the sentiment was also expressed that such an approach seemed only fair in light of the fact that student-athletes "make so much money for the school."

Many of the student-athletes in other sports responded similarly, although almost an equal number of these students praised their athletic grants (e.g., for allowing them to attend college at all) or commented that it was their team and not them that needed additional monies (e.g., to upgrade equipment or facilities). One male grant recipient stated that "We do not receive the financial support that we need to

live a normal life," while one of the female grant recipients commented "If I hadn't received a scholarship, I probably would not have entered school."

Among the specific problems cited by recipients of full athletic grants were the prohibition from working to earn money and their ineligibility for receiving full Pell grants or other financial aid (including academic scholarships) in addition to their athletic scholarships. In addition, several persons noted problems because their grants do not provide extra allowances for being married, for having majors that require costly educational supplies, or for attending school in areas where the cost of living is particularly high. One student-athlete commented that he did not have the funds to pay whatever the taxes were likely to be on his athletic grant!

Of the few student-athletes who offered specific suggestions for changes in policies related to college finances, one suggested a "pension fund," where monies "earned" by student-athletes through their sports participation (e.g., an average monthly stipend) could be saved up and used during a fifth year (when they are no longer eligible) or after graduation. Another suggested some sort of standard rate of compensation for athletics participation based on a proportion of the monies made available each month to cadets in the military service academies. Others noted that current rules should be changed, providing extra allowances in special circumstances—e.g., when a student-athlete is married, when he or she is majoring in a field that makes extensive use of art, graphic, or computer-related supplies, or when total parental income is below a certain amount.

Examples of Comments

Following are the written comments of 16 students.

If Martin Luther were alive today, he would not have started a religious reformation, but an NCAA reformation. The system that now exists is a joke, except that no athlete is laughing. Is it really fair for a revenue athlete to make $800,000 for a school sport and have to squander his money just to wash his clothes, or only to be able to call home two times a month because he feels he is wasting money, even though he loves his parents? When other kids can go out, he stays home due to the lack of funds and transportation. People who can't identify, possibly even yourself, say this isn't a typical situation. To them I say BULL—-! It is COMMON! (1) Why can't an athlete get a modest allowance of around $50 weekly? (2) Why can't he sell HIS tickets? (3) Why do coaches get huge payments for us wearing their shoes when we can't even choose the shoes we want? I wish I had 100 of these pages. (Football Player, Senior, NonBlack, Male)

Athletes sometimes miss eating at the dining hall and have to go hungry until it opens the next day. Or in other cases, have an emergency back home and have no money to pay for a way to get there. Besides the extra money being needed, the athletes earn their scholarships. (Football Player, Freshman, NonBlack, Male)

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Athletes should be provided with money or given a chance to earn some money. We shouldn't be treated like an illegal item just because we earned a scholarship to play sports. We need money for food, clothing, and other miscellaneous things that non-athletes receive. I am a student-athlete. I should not have to suffer because God blessed me with an above-average ability in sports. I shouldn't suffer so that some jealous people will feel that I am earning my scholarship and that I'm not getting more than working or academic students. The scholarship I have (a full ride for football) is not sufficient to meet all of my needs, not wants. My parents don't have the money to help me constantly. You people don't know everything about athletes, so quit trying to judge everyone on those same rules. (Football Player, Junior, Black, Male)

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One thing that has become a problem for the student-athlete is money. We work during the summer, but have reduced hours as a result of work-outs and school. We are not able to work during the year so money is hard to come by. The average college student spends $150-$200 a month on expenses other than school. In fact, many schools include this on the total expense forms to prospective students. It would be wise and considerate if the schools were allowed to give athletes an allowance of $150 dollars a month. With the amount of money coming into the schools through the athletic endeavors, it is not fair to us to not have spending money while also not being allowed a proper chance to work. (Football Player, Sophomore, NonBlack, Male)

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Pay the athletes a sum for the time that is being taken away from them in sports when they could be working. Maybe a pension after college. (Football Player, Freshman, NonBlack, Male.)

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Money and all the NCAA rules surrounding it are the biggest hindrance to student-athletes. The rules are to try to stop cheating and try to make programs equal. The big time schools are still paying out monies and helping their kids and the other schools aren't, so their kids struggle just to get through school, much less to have a good time and good experiences while going to school. The only thing the

NCAA's rules do is take away the chance for kids attending average or honest programs—the chance to get money and have an enjoyable and comfortable college experience. The rich get richer and the poor get poor. (M Basketball Player, Junior, NonBlack, Male)

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As a married student-athlete, my financial status is very bad. I do not feel that I receive enough money to take care of my family. I am given the same amount of money that is given to an unmarried athlete, which is just barely enough for him/her to survive on. I feel that I should be allotted enough money so that we can live comfortably. The lack of enough income causes problems for me in my sport, classes, studies, and social life. I have a car, but my wife and I hardly use it because without extra spending money, we hardly have gas nor can we go out for entertainment. We cannot wash our clothes regularly. I think that there should be a special grant for married student-athletes. (M Basketball Player, Junior, Black, Male)

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I would like to talk about the inability to work during the academic year. I feel that the NCAA tailors its rules for the majority Whites and discriminates against the minorities. Whether they are aware of this or not, limiting the amount of money a person is able to earn legally because of a scholarship is wrong. I think that even if they changed the rule to allow athletes to work on weekends during the academic year, it would be better than not working at all. (M Basketball Player, Junior, Black, Male)

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I don't think we get near enough of a scholarship check. Normal students can get jobs and make twice what we do a month. We bring in so much money to this school and spend so much time that we deserve a substantial raise so we are not managing every penny we get. Also, more meal money needs to be available on road trips. (M Basketball Player, Sophomore, NonBlack, Male)

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I would just like to say it's hard to come to such as wealthy school as a student-athlete (both on scholarship and financial aid) and feel good about yourself. I took some knocks but am a better person because of this. I just don't have the extra money to do the things other people can and because I thought I could, I got in debt! Also, I do not have any insurance for medical costs and because of injuries related to my sports here, I have bills that have not been paid. I am not crying poor mouth, but it makes a lot of extra added pressure at age 19 when you are struggling finan-

cially already. It's difficult to get a job while playing sports. (W Basketball Player, Junior, NonBlack, Female)

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College athletes should be paid, that way there wouldn't have to be all this illegal cheating. We bring in the money, we deserve compensation. (NG Other Sports, Senior, Black, Male)

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I work approximately 24-30 hours per week. I provide for most of my college expenses myself. My grades are not the best that they could be, but I think they are OK considering my schedule. I have taken a full course load every semester since enrolling and have also worked. There are some students who have everything provided for them and their grades are much worse than mine. (Extracurricular Student, Freshman, Black, Female)

5. Relationships with Coaches

Report No 1 revealed that 72% of football and basketball players and 70% of other student-athletes report that they are satisfied with the way their coaches have helped them improve as athletes. Eighty-eight percent of extracurricular students report themselves satisfied with the way their activity directors have helped them improve in their extracurricular activities. Report No. 1 also showed that, compared to how extracurricular students feel about their activity directors, student-athletes feel more strongly that it is important for their coaches to keep track of their coursework and to help with problems outside of athletics. Eighty-three percent of football and basketball players and 81% of other student-athletes report that their coaches are doing fairly well or better in these areas.

Summary of Comments

More than 150 student-athletes volunteered comments concerning their relationships with and perceptions of the coaches in their sports. The majority of these write-in responses were critical, noting that coaches exert too much pressure with too little understanding of what it takes and what it is to be an intercollegiate athlete. One football player commented that "Coaches require so much of students and yet show little sensitivity to student needs outside sports." He added, "If someone is going to control that much of your life, then they need to be more involved with the rest of it." Another football player noted that "My college coaches have taken the fun out of football," citing the pressures to win and to perform well at all costs as the principal reasons. A basketball player wrote "I don't think the coaching staff gets involved with the whole student as much as they should." He summed up his feeling by noting "After all, there is life after athletics."

A number of student-athletes pointed out that their coaches were unconcerned about their personal problems or the demands of their academic schedules. For example, one football player wrote that "The coaches of my main sport rarely listen to players' concerns or ask about our lives on campus." He went on to say that "If a player performs poorly in class, the coaches merely demand extra study hall—without trying to find out what the causes of the problems might be." Another football player said that "The pressure exerted by coaches to miss classes that conflict with practices or conditioning periods is intense, with the result that, oftentimes, courses towards your major must be delayed."

Student-athletes expressed concerns over the number of rules imposed by coaches, with one saying that "The coaches treat us like machines rather than people." Another commented that "Coaches have far too many rules to allow a stu-

dent-athlete to learn to become a functional and well-adapted part of society." Student-athletes also expressed feelings that some athletes are treated unfairly by coaches. For example, one basketball player stated that "Coaches feel they have to yell and not show respect to keep the Black athlete in line." Other student-athletes criticized coaches for playing "mind games," and in some cases, for using physical confrontation as a means of motivating performance. One male basketball player stated that "They [coaches] often have negative attitudes, constantly criticizing and playing head games instead of using positive reinforcement." He concluded that "Positive attitudes yield better people and players."

Among the specific solutions to these sorts of problems, student-athletes suggested that counselors or other intermediaries might be called upon from time to time to ensure that communications between coaches and players were as open and effective as possible. They also noted that some sort of "grace period" after signing a letter of intent might provide students with the ability to escape from a particularly stressful player-coach situation—especially one that might have arisen as a result of misleading recruitment promises. In addition, it was suggested that all freshman student-athletes be required to attend the same orientation programs as "regular" students—to let them feel a part of the general student body from their first day on campus. Finally, student-athletes suggested that they be clearly informed of their rights—such as retaining an awarded athletic grant for the full period of the award—so that they would be protected against unfounded threats.

As indicated above, student-athletes volunteered only a very few positive comments about their attitudes toward and relationships with their coaches. In these comments, however, the benefits of a constructive interpersonal relationship are clear. For example, one student-athlete wrote that her coaches gave her considerable assistance in getting settled in at college during her freshman year. Another "complained" that his coach writes letters to each of his teachers requesting that they keep the coach informed of the student-athlete's progress in class!

Examples of Comments

Following are the written comments from 14 students.

The coaches should have a more personal and sympathetic attitude towards the athletes—not treat us like pieces of meat. They always say to get a degree first, but they don't allow us time or to skip practice to study for a test. It's a job to them—they're on the hot seat. They really don't care about us. They just want to get their job done at any cost to the athletes. A good question you should ask is "How does your head coach view you—as a regular student, special student, less of a student, or no difference? Our coach said that we are no different than anyone else or any other

student just going to school. That shocked me because it takes a special student to be a student-athlete and still be a C average student. It's so demanding. We can't hang out with the girls, go drink beer, or just socialize. It's hard to study. We miss school because we're too tired. It's a threat if we aren't where we are supposed to be for practice and meetings. You are dictated a schedule to live by. (Football Player, Freshman, Black, Male)

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College athletics are not what they are ~~cracked~~ up to be! A free education is great, but I would much rather earn my scholarship by making good grades rather than making good tackles. I think most college coaches have come to accept athletes with below average grades because in most instances, it would deter from the athletes' performance in their sports if the coach insisted on better grades. Do not misunderstand me, I think athletics really benefits those athletes that probably would not have an education without an athletic scholarship. I think that the educational aspect of that particular athlete is overlooked because he/she is "just glad to be there." Somehow coaches must motivate these type of athletes by grade requirements and tutorial help. I think some coaches do this, but then they turn their backs on the results. (Football Player, Sophomore, NonBlack, Male)

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I have found that in college, and in athletics in particular, there is a tendency to become "lost in the shuffle." Your supervisors no longer care about you and what you do as they did in high school. In football, it seems the coaches often care about you for one reason—athletic ability—and if you should lose this ability, they in turn lose interest in you. (Football Player, Sophomore, NonBlack, Male)

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The pressure the coaches put on us to win at times has resulted in physical violence, such as punching and slapping by the coaches. Some days the coaches make you feel as though you are part of a large herd of animals. In other words, they treat you like a piece of meat. They don't see you as a person most of the time. If you get hurt playing or practicing, the attitude is "get tough." If it's not broke, you're okay. A coach can make or break your day. On the days or weeks that he breaks you down, a person doesn't know if it's worth it. The coach can make you feel so low! You want to quit, but you don't because you don't want to give up your free education, and most of all, let your parents and relatives down. (Football Player, Freshman, Black, Male)

Sometimes coaches don't stay in close enough contact with their athletes about differences of opinion concerning the sport. Maybe it would be good to consider having a "counselor" that could talk to players about their concerns and then talk to the coaches to keep good relations between players and coaches—kind of like a middleman. Obviously, coaches should have close ties with their players, but sometimes that doesn't happen—I would bet often. (M Basketball Player, Senior, NonBlack, Male)

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College is a rewarding and meaningful experience in many ways. It teaches you discipline, character, good work habits, and how to get along with others. Intercollegiate athletics is a very important enhancement to the learning process. It nourishes these valuable concepts. At times the people involved in my particular sport, I feel, have an inappropriate attitude toward striving to learn as much as you can and also become a better athlete. They often have negative attitudes, constantly criticizing and playing head games instead of using positive reinforcement. When I say "they" I specifically mean the head coach of the sport in which I participate. Positive attitudes yield better people and players, and should be stressed more in this athletic program. (M Basketball Player, Senior, NonBlack, Male)

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College has been a real adjustment in my life. My freshman year was awful. I moved a lot while growing up, but the adjustment I had to make in college was tough. I did live through it and I have really enjoyed my sophomore year. I felt better about my sport and grades. My grades could still be better, but they increase every semester. I do wonder if coaches and other faculty understand how hard it is to play a sport and continue to keep up the academic standards of the school. I play because I love the sport, not for the recognition. However, during finals week, I was told that people on our team were just free-loading. We were not here for playing, we just wanted a diploma. So, my coach scheduled practices all through finals. We also were losing at the time. I did not understand this decision because my coach told me when she recruited me that academics came first. I found that to be false. I also think that sport psychologists should be involved with sports teams. The coaches don't understand the highs and lows players go through. They also don't know how to encourage the best performances from their athletes. (W Basketball Player, Sophomore, NonBlack, Female)

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I feel that coaches don't give their athletes enough responsibility for themselves and that it will be difficult for athletes to make their own decisions when they get out of college. (W Basketball Player, Sophomore, NonBlack, Female)

One problem I see with the student-athlete concept is that while coaches stress the student aspect, they aren't always true to their word. Collegiate athletes are often led to believe that their sport is the only thing a school has to offer and that their teammates should be their closest friends. Well, in my opinion, this is wrong. The athletes should be able to explore all aspects of college life and be exposed to all experiences without penalty. This includes who they live with. I think that at the upperclassman level, living with other athletes is OK, but at the underclassman level, the athletes should live and interact with other students. If one chooses to live with athletes, fine, but they shouldn't be forced to. A person should be allowed to grow as an athlete as well as an individual, and it is here where more work needs to be done. (W Basketball Player, Senior, NonBlack, Female)

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When I was recruited, I was under the impression that I had a good relationship with my coach. I felt that this would grow and be a very positive experience for me. However, when I came to this school, this was not the case. I found myself searching to find that close relationship which brought me here, and it wasn't there. I think it's really bad that a coach would portray herself as such a caring and encouraging person, but then not follow through with that image. Overall, my first year of college was not a very pleasant experience, but I am taking action to change this! (W Basketball Player, Freshman, NonBlack, Female)

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I have always been my own person. This is not due to sports but to my family. I swim but I don't really act like an athlete. I like to compete and train, but my attitudes have changed due to athletics. I have been told more than once not to let my education get in the way of my swimming and this really upsets me. I've been told to take "A" classes so I took one and got four units of A. The course could have been passed by a sixth grader. I refuse to take any more classes like that. Besides having some problems with the coaches' ethics, I enjoy competing and have learned a lot about myself as well as others. (M Other Sports, Junior, NonBlack, Male)

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I would like to describe my personal experiences with a threatening, terrible coach. The coach I had my freshman year shook my confidence and self-esteem so much that I feel it has taken me three years to regain most of it. She continually threatened me with my scholarship, told me my friends and family disliked me, and generally made me miserable. I had a very sensitive personality, but I really think it would be worthwhile to inform incoming student-athletes that coaches cannot threaten you with your scholarship and that you can complain to someone if you are having difficulties with a sport. (W Other Sports, Senior, NonBlack, Female)

The NCAA should be more careful about putting restrictions on coaches who cause emotional turmoil to athletes, lie in the recruiting process, and stress athletics before school and personal life. Coaches seem to have too much power and influence over the athlete's life as a whole. (W Other Sports, Sophomore, NonBlack, Female)

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Coaches often emotionally abuse their players—to build them. If you can get past the abandoned feeling or feeling sorry or ashamed for things said, you will become a better player and person. Not all coaches are smart enough to know when enough has been said—luckily mine was. I would get put down and yelled at again, but I'm better for the strength she put in me. (NG Other Sport, Junior, NonBlack, Female)

6. Use of Educational Resources

In Report No 1, we found that many student-athletes, especially football and basketball players, take academic skill-building courses at college. We also found that student-athletes report that it is easier for them because they are athletes to get help in their courses—help from teaching assistants, tutors, and academic advisors. Despite the greater availability of these educational aids, however, student-athletes believe that it is more difficult for them as athletes to perform well academically.

Summary of Comments

Student-athletes, extracurricular students, and other Black students share many concerns about the needs for improved academic advising and instructor assistance at the college level. The approximately 125 comments received from the three student groups about these needs and the use of other educational resources were divided about equally among the groups.

Student-athletes raised the question of why they cannot receive preference in scheduling classes, since their practice schedules often make it impossible for them to attend afternoon classes. They also said they need assistance in choosing their courses from individuals who will take the time to learn about their interests and keep in mind their athletic schedules. One nongrant student-athlete wrote that "Advisors don't realize how hard it is during the season to prepare for class and some don't care." A football player wrote that "Some advisors just give you classes and don't even worry about if you like them or not." Another football player who is Black commented that "The White advisors put you in classes you don't really want or understand because they're used to working with White student-athletes."

Both student-athletes and the other students surveyed expressed feelings that instructors on their campuses were not all that understanding or willing to provide extra assistance. One football player said he had not been diagnosed as learning disabled until his fourth year in college, and until that time, he had many difficulties convincing instructors that he was doing his best. A baseball player pointed out that "There are problems with certain teachers who don't consider athletics an excused absence." An extracurricular student noted that "You can go see your professors to try to get help, but most, not all of the time, they treat you as if they had to put up with you for an hour and even that was too long."

A number of student-athletes noted that they feel professors have poor images of what athletes can accomplish academically. For example, one football player commented that "We are looked down upon and are regarded as not being qualified

enough to be in this school." A basketball player remarked that "Professors look down on you and feel you shouldn't disrupt their classes by missing them for traveling." Another basketball player stated that "In college as a student-athlete, my biggest complaint is the stereotypical 'dumb jock' image most students and professors have of athletes." A grant recipient in a sport other than football or basketball said he felt his professors had graded him unfairly, "Knowing I was an athlete, I felt they graded me on a different scale—a scale from C to F."

In addition to recommending improvements in class scheduling, counseling, and instructional assistance, student-athletes and the other students surveyed offered some suggestions of ways in which colleges might work to encourage better course performance. For example, structured study periods, or "study tables," were mentioned as likely to be useful—on campus and during travel periods. Student study groups also were mentioned as means for students to work together and to help each other.

Another suggestion was that athletic departments share player schedules with teachers so that the instructional staff will be more aware of the demands on student-athletes. Along the same line, some student-athletes thought athletic departments and faculty should find ways of ensuring that student-athletes have access to lecture materials that might have been missed due to team travel (e.g., lecture notes or videotapes). Finally, several student-athletes expressed the feeling that employers should take into account their athletic as well as their academic participation when making hiring decisions. These students suggested that perhaps colleges could assist students in making this point by explicitly recognizing the athletic services they have rendered the institutions (e.g., on their transcripts or in their career placement folders) and by assisting student-athletes—both those who graduate and those who do not—with job placement.

Examples of Comments

Following are the written comments of 17 students.

I think student-athletes should have a little more attention from teachers, professors, etc. I believe a student-athlete should receive help because he is missing a lot of material the other students are getting. (Football Player, Sophomore, Black, Male)

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I feel that a majority of the time athletes are used by their schools for their athletic ability. There is importance placed on those athletes to do well and earn a degree, but some individuals who do fall a little short upon graduation are pushed

aside like an old used rag. I feel that schools in general need to take a different approach in dealing with such an issue as this. Most athletes give most, if not all of their devotion to their school, so why can't the school help those who are not as gifted (in terms of intelligence) to earn a degree? Maybe even some form of job placement may help some individuals lead a better life. I am not saying to breast feed these athletes, but a little extra help is much needed for a majority of athletes on the average. Thank You. (Football Player, Junior, NonBlack, Male)

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I think there is a lot of discrimination toward student-athletes by faculty members of the campus. The other day I went to my teacher and he treated me like a BUM! He had a notion that I was there to beg for a better grade. I just went in for help and to show I really took pride in my academics and he continues to fail me. I know this because I finally compared my results with other students and found that I had the same, if not identical answers, but received two full grades lower. I agree that athletes on this campus get into trouble a lot, but the faculty members discriminate against us. If I don't make grades, I will be out of school with no money and no place to go. This is a great concern and very much on my mind. Why should I be punished and be thought of as a criminal when I care? In the end, I'm sure I'm headed right back to the street corner! (Football Player, Freshman, NonBlack, Male)

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At this school, there are 10,000 students. Out of these students, only a very few are Black. Out of those few, a majority are male student-athletes. There is a major lack of concern for the academic, social, and personal well-being of these athletes. As a result, they are alienated even further because of the school's, coaches', etc. lack of concern. I have seen many fail out of school, or struggle to stay in only to graduate late. If this school was concerned about these student-athletes, there would be more academic advisors and Black coaches. (M Basketball Player, Senior, Black, Male)

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I think there should be an easier way to get class notes when we miss class because of our sport. As a basketball player, I miss a lot of school. I think it is much too difficult to get adequate notes. Not everyone in the classes or those you associate with can take good notes. (W Basketball Player, Sophomore, Black, Female)

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People at this school generally look down on athletes. They consider us to be inferior on an intellectual level and many students feel that we are unworthy of attending this school. Personally, I am sick of this stereotypical view of "jocks." Bad

press has fueled these negative views. These ignorant people do not realize that although many athletes may have lower SAT scores or high school GPAs (which is not true in my case) than they do, this does not make the college educational experience any easier for them. Exceptions may have been made to accept them into this school, but the same rigorous standards must be met for them to receive a degree. We must work twice as hard as other students to achieve academically. I would love for these prejudiced people to spend 3-4 hours in the gym every day and come home exhausted to finish a paper, or even better, go on a trip on a bus for seven hours right before a midterm. After they have done that and come out with the same GPA as before, then they have the right to look down on athletes. (W Basketball Player, Junior, NonBlack, Female)

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I think that the life of a college student-athlete is much more demanding than that of a non-athletic student. Therefore, it will always be more difficult for athletes to succeed in their studies during the season as well as out of season. This should be respected and not frowned upon because they do represent the school. (M Other Sports, Senior, Black, Male)

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There are problems with certain teachers who don't consider athletics an excused absence. I was forced to drop a class due to my excessive absences because of baseball. The teacher refused to work with me. (M Other Sports, Sophomore, NonBlack, Male)

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Why don't athletes, when in season, get first preference to classes when we have to be on the field early? Why do teachers give us a hard time when we miss class while representing the school in baseball? (M Other Sports, Sophomore, NonBlack, Male)

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I know some schools require a "study table." I know that if I were required to report to the library along with other athletes for a minimum of 7 or 8 hours a week (regardless of when), my grades would be much better. Finding the time during season is so impossible! Also, if I were a coach, I would require my team to have mandatory meals together once in a while. On road trips there should be a two or three-hour study time required for athletes because, when you are a freshman and you have the choice of studying or going out socially, you never study. (W Other Sports, Freshman, NonBlack, Female)

My first year of college was unpleasant as far as academics is concerned because the advisors I had in the athletic department were not very helpful. They did not encourage me to stick with the core curriculum class schedule, but registered me in classes that I did not need at all and were just a waste of time. I would have my degree now if it weren't for the advisors in the athletic department giving me the wrong information. The last two years (junior and senior years) have been very pleasant both academically and athletically. The school has definitely improved its athletic advisory staff. (W Other Sports, Senior, NonBlack, Female)

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I feel there are many advantages to being a student-athlete. It is easy to feel good about yourself and what you are doing. You know people look up to you. I think it's helped me to become very responsible (more so than other students my age who are not athletes). I have some teachers who look down on athletes and make it very hard on me when I miss classes. I feel teachers should be more willing to help and understand that athletes have a talent that was meant for them to use. I'm not saying they should excuse athletes—just be helpful and understanding. Coaches also need to allow a student to miss a workout if that student feels he/she needs more time for a test or for writing a hard paper. (NG Other Sports, Sophomore, NonBlack, Female)

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I need to learn where to get academic help when needed. I feel I have weaknesses in some basic skills that the college doesn't see. We need more ways for students to help other students, i.e., study groups. More information should be available on clubs on the campus. There is a family spirit between the boarding students. (Extracurricular Student, Freshman, NonBlack, Female)

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The professors do not get involved with students enough to see who is working. You can go see your professors to try to get help, but most, not all of the time, they treat you as if they had to put up with you for an hour and even that was too long. And when they see a student's grades go from As to Cs, Ds, and Fs, they don't seem to care, just as long as they get paid. There are others that do notice and want the students to learn, but they are few and far between. (Extracurricular Student, Freshman, NonBlack, Female)

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College has been both the most stressful and the most enjoyable time of my life. I have grown up a lot, but not without paying a high price in fatigue, physical health, and emotional well-being. Unfortunately, most everyone else is undergoing

the same experience, thus it can be difficult to find moral support. College is the time to really find oneself. Students should be made more aware of programs such as tutoring and counseling services. (Extracurricular Student, Junior, NonBlack, Female)

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As a Black student, I felt that the faculty and advisors did not take enough time to ask me what my goals or interests were for the future. Although I know that I didn't put forth a great effort to let them know about my feelings, it was probably a result of the greater interest that they took in my White counterparts that dissuaded me from making any effort. I feel it hard for most Black students because they don't have the information about college. I think one of the big problems starts with the high schools for Black students. I wasn't encouraged enough to go to college. No one told me that I had what it takes to make it. This is a problem for most Black students. It's not that we aren't capable of making it, but the fact that we have no one to give us that extra push. (Black Student, Senior, Black, Male)

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I greatly enjoy being at this school. I would, however, like to see more interaction between students, advisors, and professors. I understand that this is not a high school, but the atmosphere is so impersonal. There are so many things that a person could get involved in if only he or she knew more about them. Again, I would really like for the administration to work on programs that call for more student-advisor-professor relations. The students here are very friendly. I would like to see some plans being made on how to have student-to-student interaction. People can be very interesting if the time is taken to find out about them. Overall, I enjoy my student life here. The only thing I am faced with is keeping my grades up and being a good student. It is very important to me to get the best education that I can. (Black Student, Freshman, Black, Female)

7. Satisfaction with College and Educational Experiences

Report No. 1 showed that 90% of student-athletes and extracurricular students are generally satisfied with their educational experiences; 90% of each group are satisfied with their current courses; 95% are satisfied with their college majors; and 65% are satisfied with their performance in courses.

Summary of Comments

One group of comments made by student-athletes and extracurricular students concerned their satisfaction with college, or their satisfaction with their educational experiences and achievements. About 160 students made comments in these areas. The majority of the comments were positive, with many indicating high levels of satisfaction. The topic most often mentioned was satisfaction with college life in general. A substantial minority of the comments were negative, however, and indicated regrets about choice of college or dissatisfaction with educational experiences.

The positive comments can be summed up by a men's basketball player who wrote, "You basically have got it all from me. It's been the greatest experience of my entire life." A football player echoed this comment by stating "College life is great and I love it. My teammates are great also." Another men's basketball player indicated he was pleased with his college experiences but was striving for greater achievements when he wrote, "I'm proud of what I've accomplished and am basically happy. However, I'm not satisfied in that I want more out of life." An extracurricular student stated, "I am very satisfied with my life as a college student. My extracurricular activity has helped me make friends and enjoy college."

The more negative comments about college life were varied in their subject matter. A football player expressed regrets about his own actions when he stated, "I wish I would have taken advantage of the opportunity I had at an education when I first came to school." Another football player expressed a thought voiced by several other student-athletes when he wrote, "College is very hard mentally and emotionally. I for one, would probably not have come to this school if I had the chance again for the simple fact of academic pressures." Several student-athletes expressed some dissatisfaction with their coaches or athletic programs but were enjoying their college experiences nonetheless. A women's basketball player stated, "I am not happy with my coach so it makes it difficult for me to be happy with the program here. I do very much enjoy the school. I have found that I am turning to other things such as school more than my sport."

Some student-athletes and extracurricular students expressed regrets about their choices of majors. Some felt that they received poor counseling or made poor choices on their own and were having to live with the consequences. A women's basketball player mused, "I often look back and wonder what prospects I would be facing now if I had chosen another major."

Examples of Comments

Following are the written comments of eight students.

College is fun, but a lot of hard work. With football, my time is taken up for most of the day. I would like to have more time for school and for play. But overall, I think that my college experience is a good one and that it will continue to be so. I also think, too, coaches shouldn't try to rule us as much as they do. (Football Player, Freshman, NonBlack, Male)

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Sometimes I feel that football takes up too much of my life. I don't enjoy it as much now as I did in high school. Due to this and also due to the abuse that my body is taking, I would not be playing football at this level if I was not receiving a scholarship. After I got here and got into the program, I found that many things were not as the coaches described them. Academically and overall, I believe that I made the right choice and am enjoying myself here. (Football Player, Sophomore, NonBlack, Male)

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All people (athletes) are different—I am very into my sport which is why (in my hours spent) I seem to always be involved in my main sport. I do want to play professionally but unfortunately must go abroad to do so. I enjoy college and feel it helped me grow immensely. (W Basketball Player, Junior, NonBlack, Female)

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College is a wonderful experience, but athletics takes all of your time and you cannot concentrate on your classes. Once your eligibility is up, the school acts as if you don't belong—this is wrong. This school has been very good to me, but it could be much better. (M Other Sports, Senior, Black, Male)

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I feel that the transition from high school to college is a very difficult one for any person. An athlete has twice as much pressure on him/her because sports are just as, if not more, demanding than school. Doing both is tough, but very possible if hard work is applied to both athletics and academics. College is the greatest learn-

ing experience of all, and one that I highly recommend. (M Other Sports, Junior, NonBlack, Male)

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I am very pleased about my educational experience. I am planning on attending graduate school in the fall, and the athletic grants have helped to handle the costs of undergraduate school. Also, the scholarship money gave me the opportunity to play two intercollegiate sports instead of playing one and working in the off semester. (W Other Sports, Senior, NonBlack, Female)

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Sports are responsible for my academic achievements. Every test is a race. Sports also provide me with an outlet for relaxation to relieve the pressures of college. (NG Other Sports, Freshman, NonBlack, Male)

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I've enjoyed my college experience, and in spite of the long hours I've spent with my extracurricular activity, I've done well. (Extracurricular Student, Senior, Black, Female)

8. Health Status and Satisfaction with Health Care

In Report No. 1, we saw that student-athletes and extracurricular students report about the same levels of general health. Student-athletes report that it is easier for them as athletes to keep in good physical shape and to get medical treatment than it is for other students generally. Report No. 1 also showed that football and basketball players report many more problems with extreme tiredness or exhaustion than student-athletes in other sports. Twelve percent of football and basketball players, 6% of other student-athletes, and 7% of extracurricular students report that being an athlete or an extracurricular student makes it harder to avoid drugs.

Summary of Comments

More than 100 student-athletes and other students commented on some aspect of their health status or satisfaction with health care. The comments ranged from concerns about food and nutrition to pleasure for being in good physical shape. The subjects most often mentioned were food and nutrition, drug testing and drug use, injuries, and exhaustion and lack of sleep. Some comments also concerned problems with medical care.

Concerns about food included complaints about the quality of the meals available and their nutritional value as well as complaints that practice schedules interfere with meal times. Voicing a common complaint, a football player wrote, "The food here is the pits." Another football player noted that "Athletes sometimes miss eating at the dining hall and have to go hungry until it opens the next day." A female student with a grant in other sports complained about "the excessive money that is spend on foods that are not even eaten and contain no nutrient value but fat."

Comments on drug testing concerned the feeling on the part of some that athletes were being singled out and their rights were being violated. A football player wrote, "Drug testing invades my rights and is unconstitutional." Most comments about drugs, however, expressed the opinion that drugs and alcohol were used more by student-athletes than by other students. A football player wrote, "Drugs are much more plentiful around athletes." A women's basketball player stated, "I feel many of my teammates are wasting their time getting drunk and partying all the time." A tennis player commented, "I personally do not get drunk or use drugs, and I find it appalling to see that most of the athletes at this school are majoring in alcohol and drugs."

Several student-athletes commented about the physical strain that athletics places on their bodies, and some described particular injuries they received. Some of the student-athletes with injuries also described problems with the medical care they received. Many more comments concerned fatigue and exhaustion due to being a student-athlete. A male student with a grant in other sports stated that people who say that athletics is no different than a part-time job "don't understand fatigue and tiredness." A football player wrote, "Physical exhaustion and depression are common in my life and in some of my teammates' lives."

Some student-athletes described problems in paying the medical bills that resulted from injuries suffered during participation in athletics. A women's basketball player was upset by what she understood to be an NCAA rule that prevented her school from paying for her medical bills after the season was over. A football player suggested that there should be a policy that allows athletes with very serious or permanent injuries to drop athletics but keep their grants so they can stay in school.

Examples of Comments

Following are the written comments of 10 students.

I wish football didn't take up so much time. I believe that although drug testing is a way of proving legitimacy of programs, it is not well supervised and is ineffective. There are too many ways of having a negative test appear. Also, I believe it is an infringement on my constitutional rights. (Football Player, Sophomore, Non-Black, Male)

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You talk about free-time—what free time? Time to relax and enjoy ourselves is always taken up by something to do with football (i.e., meetings, lifting weights, conditioning, or films). There is no recovery period—it's go, go, go! When we lift hard for awhile, we never get a chance for our bodies to recover. ABUSE to our bodies is overwhelming. With our schedule, it's hard to sleep well knowing what is going to happen the next day. (Running for conditioning). It's hard to study at night because we're so exhausted. I don't care about getting extra money. My scholarship and the money I make during the summer is for the most part sufficient, but it would be nice to get some extra money for laundry and snacks. (Football Player, Junior, NonBlack, Male)

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Oftentimes it feels as if there are not enough hours in the day to get things done. From among classes, studying, preparing for sports, social activities, and

sleeping, sleeping is often the activity that I neglect. Trying to satisfy my needs and also the needs of professors and coaches leads to conflicts. Professors and coaches should realize that their activities are not the only things in our lives. The balancing of time is very difficult and oftentimes is impossible. (Football Player, Freshman, NonBlack, Male)

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I feel that being a student-athlete is very difficult if you are not completely organized in what you are doing. Balancing a sport and books is very difficult as both require much of your time. Being a student-athlete doesn't allow you to have much (if any) free time. I also feel that the major problem that I have in getting my studies done is not in finding enough time, but in finding enough energy. I seem to always have enough time, but I am often tired from my athletic commitments. (M Basketball Player, Sophomore, NonBlack, Male)

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The worst thing about athletics is the run down feeling of not wanting to expend any extra energy. (W Basketball Player, Junior, NonBlack, Female)

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I feel that it is extremely difficult to keep my grades up and keep my athletic performance at its best. I want to do well in school, but it comes as a second priority to getting the gold. I do the best I can with the time I have for school, but it's just not enough time. My days consist of going to class, playing and practicing golf, and then relaxing. I'm usually too tired by the end of the day to study. (M Other Sports, Freshman, NonBlack, Male)

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I would like to comment on the school's and NCAA's response time to medical payments. Both the school and NCAA have neglected to pay medical bills for me and other NCAA athletes on time. This has caused collection agencies to attack my parents and the parents of other athletes and for my parent's credit rating to fall. This is all because the payments that the school and NCAA were supposed to make are not being made on time. NCAA should also make clearer their policy on NCAA student-athletes who are permanently disabled due to participation in an NCAA sport. I have yet to be informed of their policies after two years of searching. (W Other Sports, Senior, NonBlack, Female)

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Being a scholarship athlete, I get tired of people thinking that I take my education for granted. I feel as if I pay for my tuition in the time I put in towards

competition for my school as well as all the little chronic injuries I have from the sport. I feel as if I am a normal student in the classroom. (W Other Sports, Junior, NonBlack, Female)

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I think athletics are very important in building my education. In many ways, it has helped me learn to budget my time, get along with people, and develop concentration as well as many other skills. Being physically fit makes me feel good. I also think my coach has taught me many things, such as dealing with personal and sports related problems. (W Other Sports, Freshman, NonBlack, Female)

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At college, I have noticed a lot of drug use and abuse. I never saw this in high school. Maybe I was blind or naive, but I really did not think all that stuff was really as bad as people said it was. Now I know differently. I think it is very hard for any college student to resist the temptation to experiment with drugs. If athletes are going to be drug tested, everyone else should be too. (NG Other Sports, Freshman, NonBlack, Male)

9. Psychological and Emotional Well-Being

Report No 1 showed that

- more football and basketball players than student-athletes in other sports report they have experienced isolation from other students at their institutions
- more football and basketball players report ever having been abused physically and mentally at their institutions than either student-athletes in other sports or extracurricular students report
- student-athletes more often than extracurricular students perceive chance factors and powerful other people in their environment as having greater control over their actions

Summary of Comments

Comments from about 220 students concerned their psychological and emotional well-being. Comments from student-athletes and students participating extensively in other extracurricular activities fell into two areas: (1) the consequences of discrimination because of athletics, gender, or race, and (2) the consequences of the pressures of participating in athletics or other extracurricular activities. Comments from Black students who were not participating in either intercollegiate athletics or other extracurricular activities were concerned almost exclusively with the effects of racial discrimination.

Several student-athletes complained that they were discriminated against by other students, athletics staff, and professors merely because they were athletes. A football player wrote "Nothing bothers me more than to be stereotyped as a dumb football player and to be discriminated against because of it." Several women student-athletes described being upset by a lack of equity between men's and women's sports. A women's basketball player wrote "A major problem was the lack of respect the women's teams get. A men's program will be terrible and the women's will win the league, but the men are still glorified for being able to play at the intercollegiate level while the women are ignored and disregarded." Most of the comments concerning racial discrimination concerned minorities not receiving fair treatment, but a few concerned "reverse discrimination." A men's basketball player stated that he "feels that the NCAA tailors its rules for the majority Whites and discriminates against the minorities" because of the limits on working while receiving a grant.

Other comments concerned depression and isolation. A football player wrote "Physical exhaustion and depression are common in my life and in some of my teammates' lives. I'm glad to have the opportunity to play major college football but I don't feel that enough people know what we go through." A men's basketball player noted that the athletes at his school were totally set apart from other students and that he didn't know many regular students. Several comments concerned unpleasant treatment by administrators, faculty, or athletics staff. A few comments described physical violence on the part of coaches. A male student with a grant in other sports stated that "the biggest problem I faced at school was the indifference of the athletic and school administrations to the problems faced by the students and the athletes." A men's basketball player wrote, "As a student-athlete, I would like to state that I believe we are being pushed past our mental and physical capabilities." Another men's basketball player stated that the extra pressure he gets on and off the court "gets bothersome to the point where it affects my grades and athletic performance." A female with a grant in other sports stated that "People don't realize the physical and emotional strength that an athlete must possess in a Division I program where they are also expected to maintain a respectable GPA and participate in other aspects of life."

Examples of Comments

Following are the written comments of 12 students.

I think that you should be concerned with how players that aren't scholarship players are treated. And about how they are manipulated and abused in order to improve the scholarship players. I understand that the school is paying for these players, but coaches shouldn't devalue another person in the process. When it comes right down to it, discrimination is a major issue here and it should be dealt with. (Football Player, Sophomore, NonBlack, Male)

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It's hard to adjust to the environment I'm in because I'm Black. It's a big difference from home. People look and stare at me sometimes as though I'm an animal. Sometimes I can't stand it. If someone Black gets in trouble, people around here say it was an athlete. This is something I can't stand. (Football Player, Sophomore, Black, Male)

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The most annoying part of being a college football player is the constant presence of stereotypes. It sometimes amazes and even offends people when I perform better than them on an exam or paper just because I am a "football player." There

are also detrimental social stereotypes that can inhibit my pursuing a normal social life (i.e., dating, etc.). (Football Player, Junior, NonBlack, Male)

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I wish the coach as well as the players could be more understanding of each other and of others. One of the reason I am on academic probation is my suffering emotional stress caused by an insensitive coach and donkey rears for teammates. (M Basketball Player, Sophomore, Black, Male)

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There seems to be a lot of reverse discrimination happening in academics. The four White guys on our team are expected to get B averages in regular and advanced classes, while the minorities are taking classes for which they don't do a damn thing. I had to take summer school in order to be accepted here as a regular student because I was one semester short of math. But if I was Black, I could have stepped in the back door. It's a damn shame they get special privileges because of the color of skin. I also feel that athletes should go to school during the summer instead of going during their sport season. (M Basketball Player, Freshman, NonBlack, Male)

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The pressures of competing in Division I athletics along with performing well in school, on top of the most important emotional and spiritual growth of your life, can oftentimes be too much to handle. I've often found that academic counselors, and more so the coaches, neglect to consider that many of their athletes are still growing up and learning new things about personal values and integrity. Athletes are developing as their own persons and are not the athletic machines the coaches often want to perform. I feel a sports psychologist would do any intense program a world of good because I, like several of my teammates, "lose" myself in all of the pressures of conforming to others' expectations. (W Basketball Player, Junior, NonBlack, Female)

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Coaches at this school like to show off their authority toward Black athletes. They feel that they have to yell and not show respect to keep the Black athletes in order. (W Basketball Player, Freshman, Black, Female)

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Coming from an all-Black high school to an all-White college has really been a culture shock. I've experienced a lot of racial discrimination here on this campus. The administration doesn't do anything to stop the violence. I really wouldn't rec-

ommend this school to anyone of color. (W Basketball Player, Senior, Black, Female)

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I was a sophomore this year, and I walked on to the women's basketball team. I have chosen not to play again for a number of reasons. Your value as a person or team member was based on your ability as an athlete. The coaching staff had no problem with using people and hurting them—all for the sake of winning. This goes against my value system. I consider myself a "strong" person, but there were times when I thought I wouldn't make it through. Physically, the experience wasn't that grueling; mentally, it was almost insurmountable. (W Basketball Player, Sophomore, NonBlack, Female)

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I think there is too much pressure on athletes in this institution to play sports. Coaches are very hard on their athletes, not just on the floor (that's OK), but off the floor also. They sometimes treat us like we don't have lives of our own. We're always having to do things for them. (W Basketball Player, Freshman, NonBlack, Female)

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It is a bigger strain on freshmen student-athletes because they are having to leave their family and friends, take on new responsibilities, and make decisions on their own. They have to make new friends and adjust to the new surroundings. They have to learn to study and be dependable. This strains a person emotionally and mentally. (W Other Sports, Freshman, NonBlack, Female)

****

I would like to comment on the sexual discrimination women athletes receive at this school. It seems to the athletic department that male athletes have more need for scholarships than do women athletes. The basis for this biased opinion is unknown. Also the reputation you receive from coaches, teachers, athletes, and students if you play particular sports at this school is a problem. For example—you play ice hockey, you're homosexual; you do gymnastics, you're extremely feminine. These added pressures to the already stressful life of an athlete make it very hard to succeed and do what he or she wants without worrying what other people might think or say. (W Other Sports, Senior, NonBlack, Female)

10. Opportunities for Personal Growth

In Report No. 1, we saw that student-athletes feel that it is easier for them to earn praise and to travel to new places. Football and basketball players report that it is easier for them because they are athletes to get special treatment from local townspeople. Compared to extracurricular students, student-athletes report that it is harder for them because they are athletes to take advantage of many opportunities for personal growth—to take leadership responsibility, to learn from their mistakes, to talk about personal problems with others, and to speak their minds.

Summary of Comments

More than 275 student-athletes and extracurricular students made comments about opportunities for personal growth that resulted from participating in their activities. Most of the comments were positive and gave recognition to the value of the opportunities. There were a few laments, however, from student-athletes about being pampered or isolated to the point that their opportunities were limited. Other negative comments concerned limited opportunities to participate fully in college life or to have a social life because of the time demands of athletics.

The most frequent comment concerned the opportunity to develop socially—to meet people and learn to get along with them and to make new friends. A football player wrote that "Participating in college athletics has opened a whole new world for me, as far as some of the people that I have come in contact with and the friends that I have made." Another football player wrote "I've come to know how to interact with others in a more positive manner." A women's basketball player said "I am happy to say that I have made some great friends through basketball." A woman with a grant in other sports noted "I feel that being part of athletics has helped me to open up more towards people that I don't know."

The next most frequent comment concerned the opportunity to develop overall maturity through participation in intercollegiate athletics or other extracurricular activities. A women's basketball player stated that "Athletics gives individuals a chance to mature a lot." A male with a grant in other sports wrote "I feel that I have matured faster than if I had not participated in athletics." An extracurricular student expressed the opinion that "Extracurricular activities are necessary for a student to fully develop as a mature graduate who will be expected to assume an active role in society."

Other frequently mentioned opportunities included those to develop independence and responsibility, time management skills, self-discipline, leadership skills,

and communication and teamwork skills. Opportunities to travel were also mentioned. A football player noted that "Athletics develops leadership and time management skills not usually developed by non-athletes." A men's basketball player stated that "College athletics has given me the opportunity to take my innate abilities and nurture them to become a well respected young man in this community." A women's basketball player wrote, "I wouldn't trade my athletic experience for anything because, in just one year, it's taught me a lot about myself in helping me mature, fend for myself, and toughen up mentally." Another women's basketball player summed up, "College athletics is a great opportunity and learning experience. It provides you with the tools to make it in today's world."

Several student-athletes noted that participation in intercollegiate sports gave them the opportunity to relieve many of the stresses associated with going to college. A women's basketball player wrote, "Sports are a great benefit to an education. They help release frustrations and reduce stress."

Some of the students who commented that the time they spent in intercollegiate athletics limited their opportunity to participate fully in college life made suggestions for cutting back on the time required by sports. In particular, some football players suggested that spring practice should be curtailed or eliminated.

Examples of Comments

Following are the written comments of 13 students.

I think all students should get a chance to play intercollegiate sports. It is a great experience and helps you learn responsibility and time management. (Football Player, Sophomore, NonBlack, Male)

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Being a student-athlete greatly enhances the college experience in my opinion. The friends I've made, the places I've traveled to, and the wonderful memories of "game days" will last with me forever. The challenge is very great, but if one has his priorities straight and takes advantage of the available help, the experience is unique and very very rewarding. (Football Player, Junior, NonBlack, Male)

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Being a student-athlete has been a very rewarding experience. I feel I have been given the opportunity and encouragement to utilize the various talents I possess. Being able to develop close personal relationships with my teammates has been very significant and meaningful to me. My goal has always been to be a positive influence in the lives of other people, and I think participating in collegiate athletics

has helped me to realize and fulfil this goal. One aspect of college life which was not emphasized in this questionnaire was the psychological impact of making lower grades in college than compared to high school because of the increased athletic commitment. I think that the way a person views and responds to such a crisis is important in determining how one measures success. Are grades ultimately important to a student versus a student-athlete, or are other factors of equal or greater significance (i.e., relationships, visibility on campus, influence on surrounding community, etc.)? (Football Player, Senior, NonBlack, Male)

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I feel that college athletics has greatly enhanced my life. I feel that athletics has made me more disciplined, better able to handle adversity, and made me more sure of myself in my day-to-day dealings with others. I feel that I am able to handle myself in the "real world" better than if I hadn't played college football. Sometimes I wished I had the "regular" life of a student, but football has advantages that I wouldn't trade for anything. Academically, there is no doubt my grades have suffered as a result of playing football, but I'll get my degree and that's what counts. (Football Player, Senior, NonBlack, Male)

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I think that college athletes, for the most part, are sheltered from the mainstream of college life. More often than not, college athletes go through four years of college never really experiencing collegiate life to its fullest. One has to establish one's own identity away from athletics and make athletics only a part, not a whole, of a student-athlete's life. (M Basketball Player, Sophomore, NonBlack, Male)

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I feel that intercollegiate sports, although time-consuming and rigorous, are something that I am very proud to be part of. I feel that being involved in an intercollegiate sport gives you a chance to become an individual. It also gives you a chance to gain very valuable qualities, for example, leadership, teamwork, cooperation, and good listening skills, as well as having a strong body. I personally feel that when one has a strong body, that will help him to gain a strong mind. All of the aforementioned qualities that one gains from being involved with intercollegiate can easily be carried into the business world, or whatever one would like to do. (W Basketball Player, Sophomore, NonBlack, Female)

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I think being a student-athlete is helping me become a stronger person. I have more things to accomplish in the day than normal students do. This will help me in time management when I get a real job. It makes me study more (if time allows)

than I would if I wasn't in a sport. Being a student-athlete takes a lot of hard work but it's making me a better person and that will stick with me forever. (W Basketball Player, Junior, NonBlack, Female)

****

My college experience has been as well balanced as I could have hoped for in terms of academic, athletic, and social activity. I don't mind that each may have been a little less successful than had it been my only endeavor. It has been important to me that I maintain a balance of multiple activities rather than relying on a single activity to provide the experience, growth, fun, and excitement of my collegiate experience. Coaches seem to have a problem with this unless you demonstrate to them the value of being well rounded in terms of participation in athletics. (W Basketball, Senior, NonBlack, Female)

****

The opportunities afforded by athletics are the most appealing part of the sport to me. The opportunity to travel, learn, and meet other people are just as great as the thrill of competition. Success in athletics has also taught me the value of hard work and how meaningful it is to set goals and reach them. I have been a student without athletics and with, and there are merits to both, but you really receive a feeling of satisfaction when you compete at the college level. (M Other Sports, Senior, NonBlack, Male)

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College life as an athlete has been a "double-edged sword." The full scholarship was great. Also, I have gotten the chance to travel all around the country, meet and compete against some very interesting people, and make some pretty good friends. However, personally, I have found that the more recognition that you receive for your athletic skills, in part the less is expected academically of you. In turn, the less you begin to expect from yourself. Overall, college has been an experience that cannot be replaced. I don't regret my choice of schools, but I do, in part, regret what I have done with the opportunities presented to me. My college athletic career is not what I had hoped, and I have not put full effort into my studies, just enough to get by and remain eligible. I will graduate and receive a degree, so I guess I've done OK for myself. (M Other Sports, Junior, Black, Male)

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My life as a student-athlete has been a very demanding, but fulfilling one. I made the transition from high school to college very easily. I attribute this to my college preparatory background and my upbringing. Athletics has definitely reduced my social life, as I am regularly traveling, practicing, etc. I have benefitted from an

excellent coach—demanding yet supportive. I can easily see how a poor relationship with one's coach could quickly sour a college experience in its entirety. (M Other Sports, Senior, NonBlack, Male)

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11. Interactions with Other Students and Friends

Report No. 1 showed that 30% of football and basketball players and 17% of other student-athletes report they live in institutional housing that consists mostly of other student-athletes. About 20% of football and basketball players report that they are required to do so. The majority of football and basketball players believe that living with other student-athletes is a positive arrangement. Report No. 1 also showed that both student-athletes and extracurricular students tend to socialize with others who have similar interests. When faced with personal problems, most student-athletes and extracurricular students confide in friends.

Summary of Comments

Student-athletes and extracurricular students volunteered a number of comments indicating the importance of relationships with girlfriends or boyfriends at college. One football player, for example, commented that his relationship with his off-campus girlfriend is a major part of his life—and that his telephone bills are "astonishing." A nongrant recipient mentioned that "Although I do not have a spouse, I have someone here at college whom I consider more than just a friend. My boyfriend has been a very important part of my college life, helping with decisions and supportive of all my actions."

Several Black students not involved in either athletics or extracurricular activities mentioned problems with establishing these sorts of relationships when only relatively few Black undergraduates are enrolled on their campuses. One student remarked, for example, that "It is very hard to have a real serious relationship with a girl when most of the population is White—I would want to be accepted in a real way, not fake."

The majority of the more than 100 comments having to do with friends focused on one's teammates or activity-mates. Specifically, some of the student-athletes noted that, for them, the team seems to be the principal context for their interactions with others. One football player stated that "We stay tight and together because we're all we have, but we like it this way because all we need is each other." Another football player wrote that "Athletes tend to separate themselves from other students at this school—I think because we feel we are somehow better than they are, but I really don't see how."

For some of these student-athletes, participation in a team sport seems to have eased the transition from high school to college. For others, teammates have become the closest friends on campus. Some student-athletes credit their partici-

pation in athletics as helping them to meet new friends (other than teammates). One female grant athlete wrote, for example, that being an athlete increased her self-confidence, which in turn helped her in making new friends. One nongrant recipient commented that "I just want to say that being a student-athlete is a great experience; I believe you meet people easier and you're known on campus."– Other student-athletes, however, indicated they feel somewhat isolated from the general student body.

A female basketball player wrote that:

> "I only wish I had more time to get to know the other students—I eat with the athletes and I travel with the athletes. Hell, I even live with other athletes. It's kind of an isolated world."

Many student-athletes and extracurricular students willingly acknowledged that their relationships with teammates and activity-mates are only one part of their social life on campus. For example, one tennis player wrote that "I spend so much time already with my teammates, why would I want to live with them and socialize with them all the time?" A women's basketball player commented that "I spend so much time with them (teammates) during and out of season that I need a change of scenery with people and their personalities."

Examples of Comments

Following are the written comments of 16 students.

I feel that one question that wasn't asked was: How much unity do you have with your teammates? I am very close to my teammates, almost as close as I am to my brother. I sense that this closeness comes from the fact of being together so much of the time. I think that this closeness is something very special, and I don't feel that many non-athletes can attain this closeness. (Football Player, Sophomore, NonBlack, Male)

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Playing intercollegiate sports doesn't give you a lot of time to spend with others. We are almost left out of a lot of social activities that go on around school. This mostly happens because we go from football in the fall to lifting in the winter to football again in the spring. (Football Player, Freshman, NonBlack, Male)

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My social life here at school has been fun. I recently started going out with someone and we really like each other very much. The only thing is, we have to be very discreet about it because of her ex-boyfriend and my ex-girlfriend. Life around campus is great because our team was very good this year and we made a lot of new friends. But it makes me wonder if they are really my friends or just jumping on the bandwagon. The food here is terrible, I'm sorry to say. (M Basketball Player, Sophomore, Black, Male)

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I am the only walk-on on the women's basketball team. I'd like to tell you that I've always been accepted as a member of the team. (In fact, my teammates often say at the end of the month, "Good thing we can pick up our checks soon." I laugh and jokingly say, "Well, some of you can." They often feel bad afterwards, "Oh, I forgot." The fact that they forget makes me feel good—they see me as being just like them.) I am respected. My closest college friends are on this team; being a member has really enhanced my college life. I'm so glad I made the decision to try to walk on. (W Basketball Player, Junior, NonBlack, Female)

****

I am much happier with college life this year than I was last year because I have been spending my free time with people other than my teammates. I spend so much time with my teammates during and out of season that I need a change of scenery with people and their personalities. Last year, I was unsure about a lot of things and it was easier and more convenient to spend time with my teammates. The whole situation has changed for the better this year. (W Basketball Player, Sophomore, NonBlack, Female)

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I'm not saying it's good or bad, but college athletics offers little time and opportunity to get to know other students. Most athletes know only each other because between classes, practices, studying, and eating, there is no time. The only people you have contact with is other athletes. (W Other Sports, Junior, NonBlack, Female)

I enjoy college life. I do feel that being in a sport, whether varsity or club, is good for all students. It would enhance their experiences like it has mine. On a team, one meets others, learns discipline, gets in shape, and most importantly has fun. If it weren't for the fact that I love and play tennis, I would never have had quite the same "college experience." I also feel that I am an exception concerning my social life as a student-athlete. Most of my very close friends have never touched a tennis racket. I spend so much time already with my teammates, why would I want to live with them and socialize with them all the time? I think everyone on our team would get on each other's nerves. (W Other Sports, Sophomore, NonBlack, Female)

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I miss them. I hardly see any of my teammates now because I live off campus and take different classes. (W Other Sports, Freshman, NonBlack, Female)

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Sometimes it is a lot harder for an athlete to make time for a social life with non-athletes. He or she may sometimes feel alienated. However, I really don't feel this can be helped. (W Other Sports, Sophomore, NonBlack, Female)

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I sometimes feel that as an athlete, other students look at me as less of a student than others. I do not know how they truly look at me, though. I get a lot of pleasure from talking to teammates, and they support me greatly academically, socially, and athletically. I don't think I am doing as well athletically or academically because of the great transition from high school to college, but my coach is great, so I think next year I'll do much better in both aspects. (NG Other Sports, Freshman, NonBlack, Male)

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As a member of various activities, I find my college experience more rewarding than when I was only a student (i.e., a student not involved in any activity). Being involved on campus gives one the opportunity to meet people, thus growing as a person. Academics is only one facet of college life—being involved shows the other, more enjoyable ones. (Extracurricular Student, Junior, NonBlack, Male)

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I feel that, as a Black student, it is really hard to date. I feel sometimes that people are afraid to date outside of their own racial culture. These problems, I feel, have not lessened in the three years that I have been here. I feel very frustrated at this situation. It makes me mad! (Black Student, Junior, Black, Female)

****

Coming to this school was a great culture shock for me. Why? Because my high school was half and half—half Black and half White (and others). So naturally, I was ready to leave this school after the first semester. But as time passed, I made friends, White and Black, and things began to change. I was no longer hanging out with a predominantly Black group of girls. I was hanging out with White girls. And at first I was very uneasy about this. But as I said, things changed and I really became close to them. Being here has really been a good experience for me. I've never been a prejudiced person, but I feel that if I hadn't come to this school, all of my close friends would have been Black. This is one of the main reasons I'm grateful for coming to this school. (Black Student, Junior, Black, Female)